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CARE and GUIDANCE of CHILDREN

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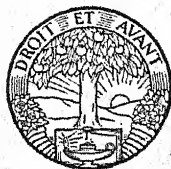
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CHILDREN.

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PREFACE

During the last fifty years better hygiene and new discoveries in medicine have lengthened life expectancy. This generation is beginning to realize that the children of today are more likely to benefit by this increase in the span of life if good health habits, both mental and physical, are established in the first five years.

Many parents are seeking advice and information on the problems concerned with child development and there is a growing demand that the schools teach boys and girls the fundamentals of parenthood.

This book is planned to meet the need of high school classes. Through the study and discussion of the various problems pertaining to the growth and development of young children it is hoped that boys and girls will come to a better understanding of themselves. Members of child study groups will find the book a useful introductory text.

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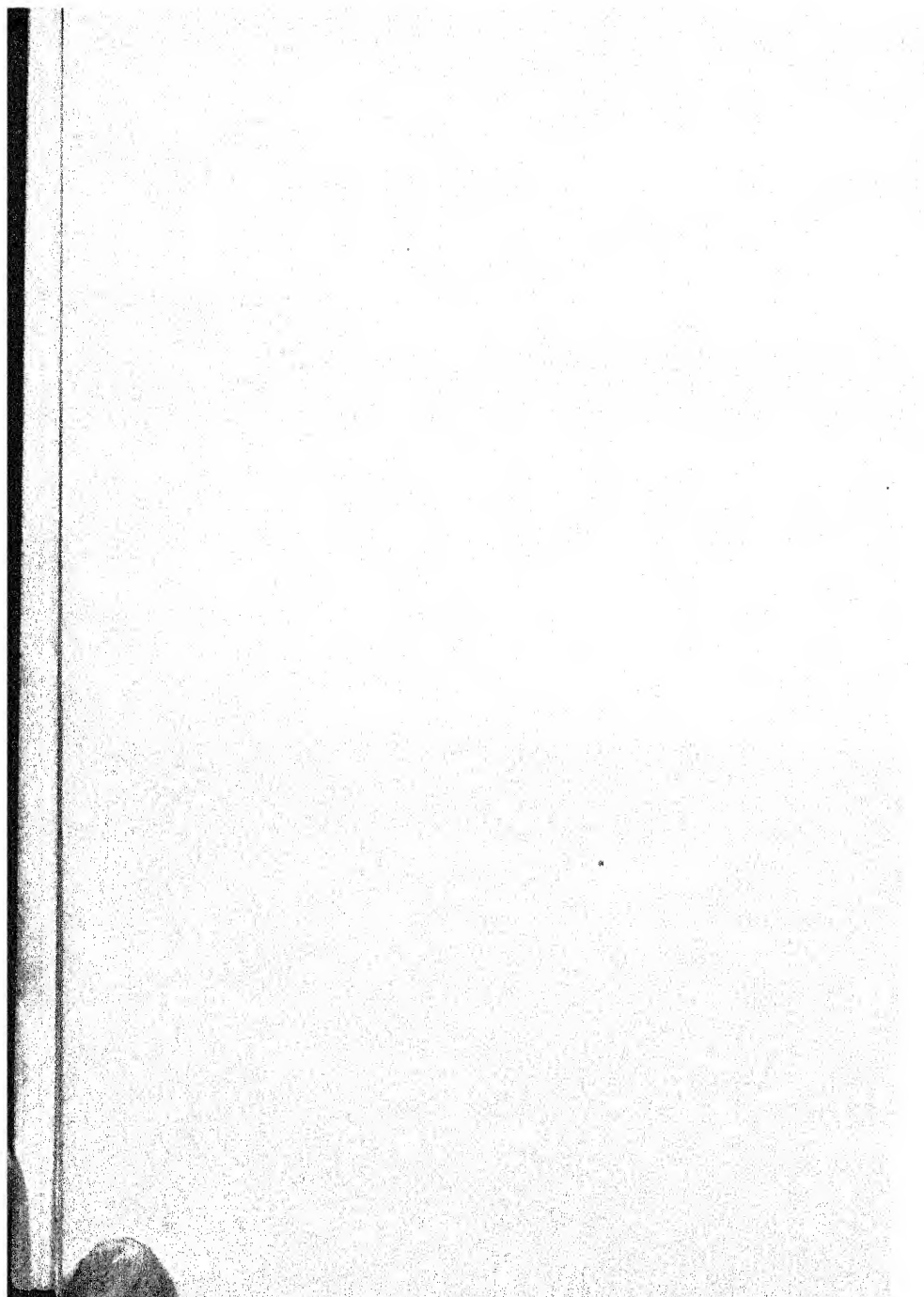
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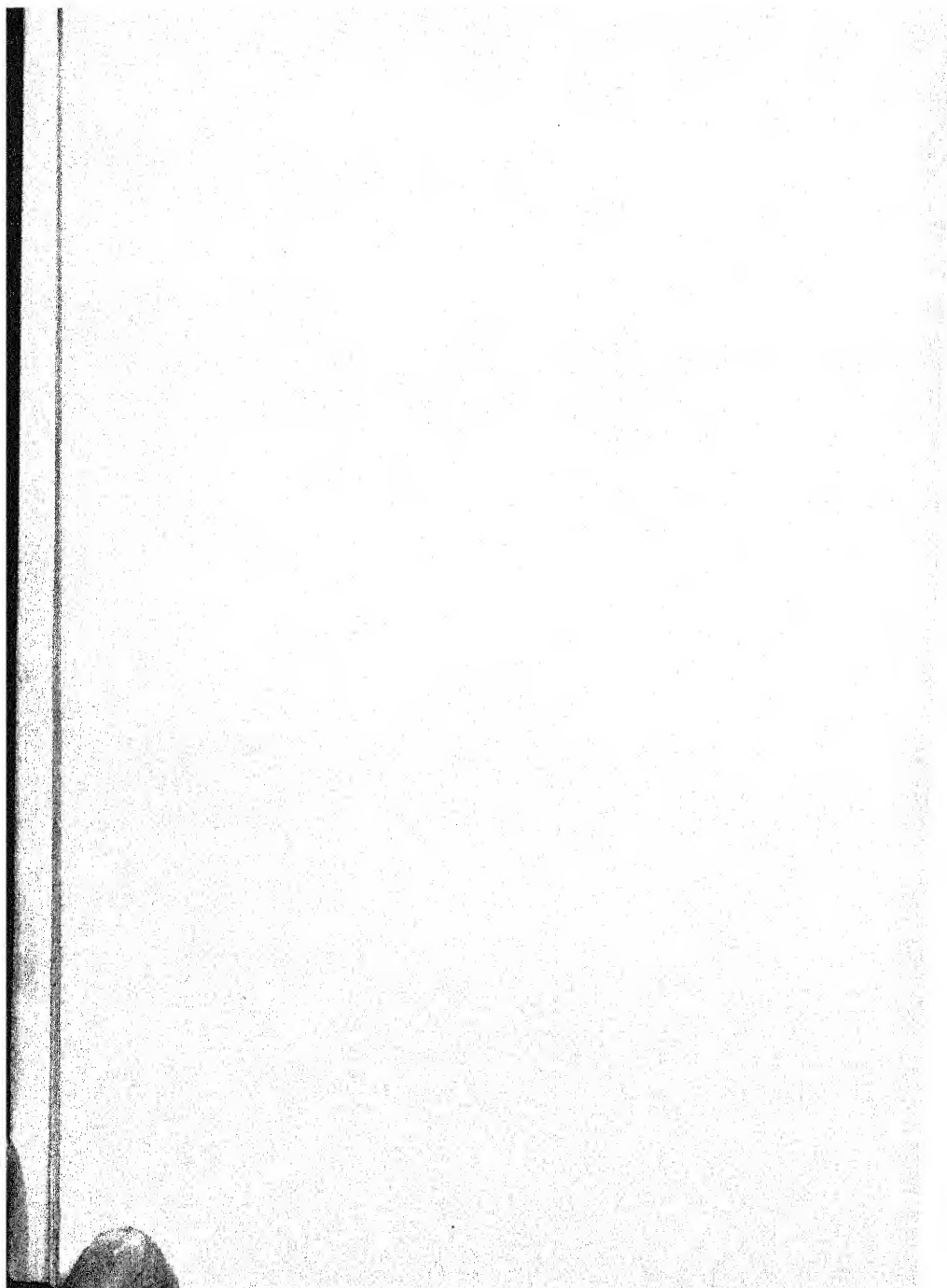
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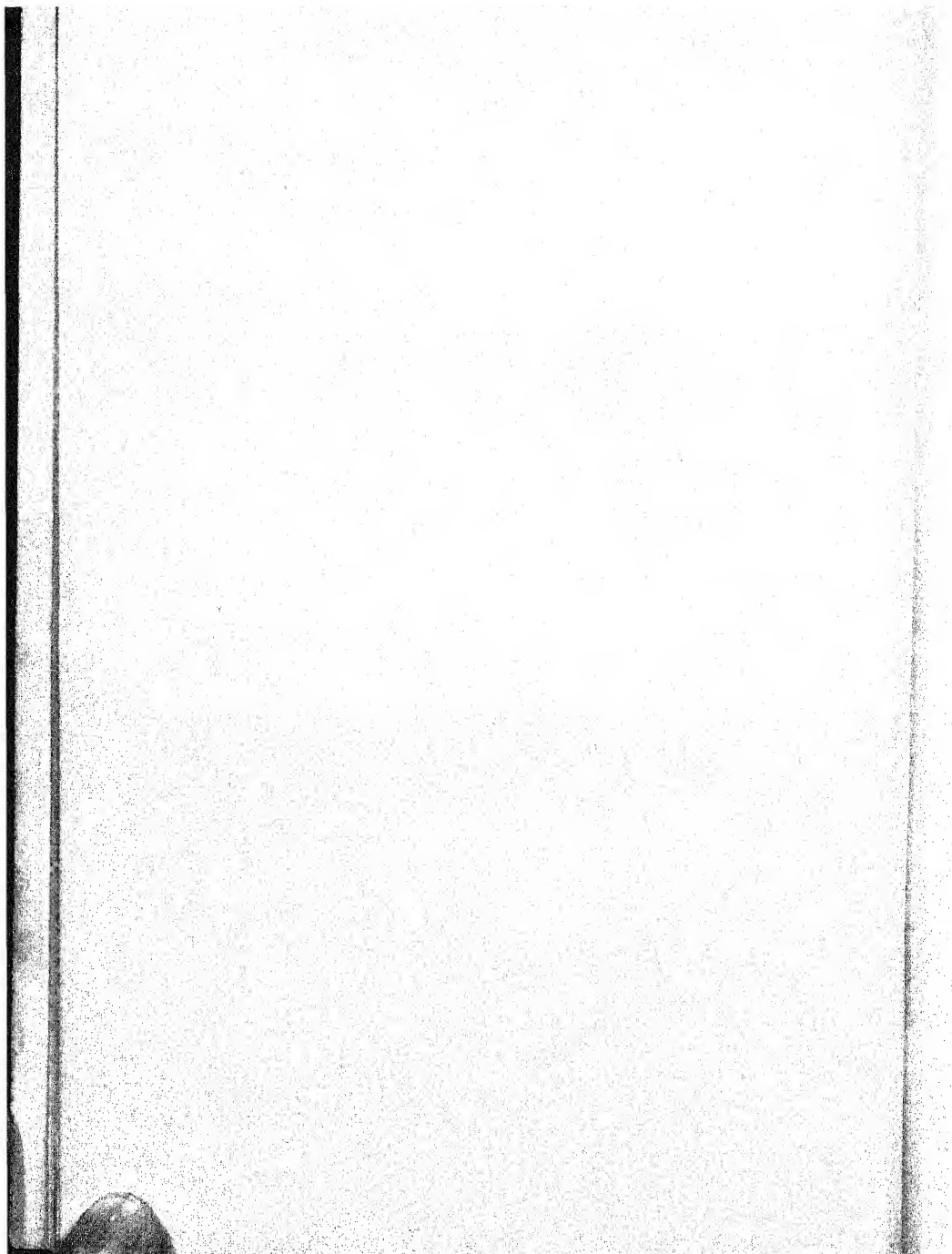
SUGGESTIONS FOR STUDENT WHILE OBSERVING

When observing babies and little children for the purpose of studying their actions and reactions:

- (1) Do not handle them or in any way stimulate them to see what they will do. Remain quietly in the background and note what they do.
- (2) Be sure to wash your hands if it is necessary for you to touch an infant. A wise mother will make this rule for every member of the family.
- (3) Wear a clean overall apron if you are permitted to care for an infant for a day, or even part of a day.
- (4) Stay away from them if you have a cold, or suspect that you are getting a cold.



PART ONE



GUIDE FOR STUDENT OBSERVATION OF THE INFANT OR SMALL CHILD

Name of child

Age

Names and ages of members of the family

Snapshot

I. Sleep.

Where does the baby sleep at night?

Where does the baby sleep during the day?

In what type of bed does the baby sleep?

In what type of carriage does the baby sleep?

How is the room ventilated at night?

How are the baby's eyes protected from the light during the day?

II. Clothing.

What garments are worn?

How are the garments made?

What kind of diaper is used?

III. Habits.

Food.

Bottle-fed or breast-fed?

What is the feeding schedule?

Does the baby take supplementary foods willingly?

Does he drink milk, water, or orange juice from a cup?

Sleep.

At what hour is the baby put to bed at night?

At what hour does he waken in the morning?

During what hours does he sleep in the daytime?

Will he go to sleep without a toy or something to hold in his hand?

Will he go to sleep alone?

Elimination.

How many bowel movements daily?

At what hours do the bowel movements occur?

III. Habits. *Continued*

Play.

Are his play activities average for his age?
What provision is made for daily exercise?
What kind of toys are provided?
How are his needs for companionship met?

IV. Emotional responses.

How does he respond to the daily routine?
In what ways does he demand attention?
How do the different members of the family respond to his demands?
Under what conditions does he display fear? Anger?

V. Mental and physical development.

When did he first sit up? Stand up?
Is his development average for his age level?
At what age did the first tooth appear?
What was his first word?
At what age did he walk?

VI. Health development.

Has he been immunized against diphtheria? Smallpox?
What provision has been made for daily sun baths?
Does he have the health signs of the well baby?

CHAPTER I

PLANNING FOR THE COMING BABY

PROBLEMS

Being well born depends upon conditions over which the child himself has no control. What are these conditions?

Each member of the family should be included in planning for the baby. Why is it essential that they should think of him as "our baby"?

SUGGESTED ASSIGNMENTS

1. What is meant by "being well born"?
2. Explain the term "social adjustment." Is it necessary to think of the social relationships of the new-born baby?
3. How should a young child in the family be prepared for the coming of a baby brother or sister?
4. The expectant mother has a twofold reason for guarding her health. What factors must she consider?
5. Should women stop drinking milk after they are through nursing babies? Explain.
6. What foods aid in proper elimination?
7. How does vitamin C function in the maintenance of health?

STUDENT REPORTS

Why milk is essential in the mother's diet before and after the birth of the baby.

Why it is essential for the expectant mother to have medical attention.

How the members of the family can share in the care of the baby.

The total amount of money which should be set aside for the coming baby, taking into account hospitalization, with various types of service available, and also delivery in the home.

Start in life. Every child has a right to be well born, that is, born of parents and ancestral lines which are free from physical and mental defects. To secure this right start in life for the child, the mother and father should be in good mental and physical condition when they plan to have a child. Parents who have lowered their resistance to disease through ignorance, carelessness, the use of alcohol, or by other indulgences cannot hope to give their child the best start in life.

It is important that prospective parents understand what factors enter into the physical growth and development of the child. It is just as necessary that they also understand what is meant by wholesome mental and emotional growth. Members of any family who are truly interested in the infant and the young child can plan a satisfactory home environment which means happiness for all.

Many organizations are carrying on research, and others are actively engaged in spreading information concerning the physical, mental, and emotional development of the child.

IMPORTANCE OF EARLY TRAINING

Physical development. Studies have been made in the past which show that there were ten times as many deaths in the first five years of life as in the entire school



Barbara, in helping mother to give John his bath, is learning to care for her little brother (left). The beginning of comradeship with father (right).

life. Such facts have resulted in the widespread promotion of immunization against diphtheria and small-pox, and in the keeping of young children from contact with contagious disease. It has also been found that malnutrition, which may be present a considerable time without being discovered, frequently occurs in children in this age group. This means that large numbers of young children are not getting the right kinds of foods in the right amounts, or that conditions are present which prevent the proper assimilation of food.

Mental development. It has been found that the child's mental development, his ability to think and to learn, is either advanced or retarded by his physical condition. His mental development is affected by his experiences day by day with people and things.

Emotional development. A study of the effect of harmony, or lack of harmony in the home, on the health and happiness of children, led to a study of how the emotions of a young child develop. Even the infant has experiences in love, fear, and anger. Learning to

control these emotions, that is, to experience them without allowing them to control him, is necessary to wholesome emotional development. Many behavior difficulties due to improper emotional responses have their roots in the first five years of a child's life. Emotional responses are those responses which are made by an individual when strong feelings are aroused by some factor in his environment. Children begin to form behavior habits as soon as they are born, and habits of one kind or another are being formed throughout the early years especially. Therefore, the important question is: "What are adults doing to make these habits desirable ones?"

Social development. An important aim of all education is social adjustment: the ability of human beings to work and play together for mutual benefit. To be socially adjusted, one must have social feeling, or an awareness of his membership in the group. This means an understanding of how all people depend upon one another, and an appreciation of the give-and-take which is necessary in human relationships.

Training in social feeling should begin early. The mother is most responsible for "spreading the interests" of the child, according to Dr. Alfred Adler, the eminent Austrian psychiatrist. She may, unless she is careful in the first months and years, turn the interest, attention, and affection of the child entirely toward herself. Therefore, the child must learn in the first months not to depend on the mother exclusively but to be happy with father, sister, brother, or any other member of the family. As the child grows, his interests should be spread more and more to other people and to a wide variety of things.

Building personality. During the first years of the child's life his personality is being determined—that is, his good nature or his ill nature, his fearlessness or timidity, his self-control or nervousness, are becoming habits that will make or mar his adult life. What an opportunity for parents to endow a child, not only with health and a sound physique, but with a sound mind and with traits and attitudes of a wholesome personality. Older brothers and sisters by their actions and attitudes in the home contribute to the developing personality of this young child.

FAMILY'S RESPONSIBILITY FOR THE COMING BABY

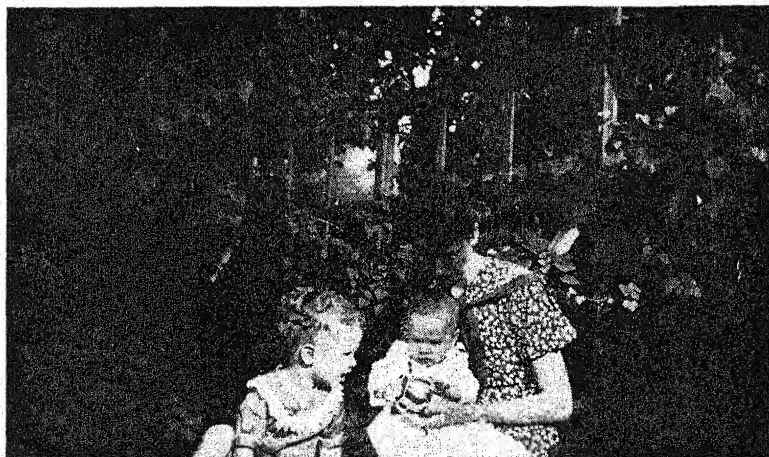
On part of parents. Giving the child the right start in life is a partnership undertaking. Knowledge and practice of health and hygiene on the part of one member of the partnership cannot counteract the effect of a diseased blood stream in the other. A strong, vigorous constitution and a blood stream free from disease will give the child a priceless heritage. If, added to this, both mother and father have learned self-discipline and have gained a balanced outlook on life, they will be better able to help children form habits which are acceptable to the people with whom they later associate.

Both parents should be happy that the baby is coming. They will need to plan together the adjustments which must be made in the family life, and in their own personal lives. If it is her first baby, the mother who is employed outside the home must face the possibility of resigning her position. This means loss of financial independence for her. The husband may find it necessary to secure extra work to provide for medical care and

hospitalization, and this may mean that they will see less of each other and find it more difficult to go about together. It may mean delayed plans for travel or advanced study for either husband or wife. Whatever change must be made, there needs to be a willingness on the part of each parent to meet these conditions. The parents-to-be must realize that making a place for the baby may necessitate adjusting their living quarters. There will be extra work to be done, and the father must be ready to take his part of it.

Part of older children. If there are other children, they must be included in the planning for baby's coming, so that they feel it is "the family's baby" and do not resent giving up some of their own privileges. While the family must plan for the baby, and all share responsibilities, the home should not be completely upset, nor should its members be greatly inconvenienced, since the baby is but *one* member after all. The coming of the baby must be a happy time for all. The mother needs a quiet, cheerful home life, free from worry, anger, and fear. This is the time for the daughter to be thoughtful, as well as helpful, to her mother; for the son to take on such duties and responsibilities as he can aid in; and for the husband to have an increasing understanding and sympathy for his wife.

Preparing the young child for baby's coming. Parents and older brothers and sisters must be very thoughtful and protective of the very young child in the family when a new baby is coming. The child must be told in a simple way of baby's coming. Psychologists tell us that all young children feel some jealousy of the new arrival in the home, although some show it less than others. Even the eighteen-month-old child will feel that his place



Three-year-old Danny is intrigued with the baby sister whom he had planned for so eagerly with his parents.

in the family has been taken unless he is safeguarded by understanding and wise love until he becomes used to the new baby in the family. His relationships with all family members must be as ever; he needs more not less attention.

The child of three years may return to baby ways to secure the attention the newcomer is getting. He may be unkind to the baby. He may be so unhappy that he cannot eat and assimilate his food. This is caused by a feeling of insecurity, an acute anxiety, an inability to understand what will become of him now that the new baby is getting first attention. His world of security has been shaken.

It is a responsibility of the family to tell this child the simple truth of baby's coming. Answer all questions with facts. Talk about baby's coming and plan for it while he is in the family group. This gives him a feel-

ing of sharing with his parents—of sharing with the entire family—of doing his part. It helps to make him feel more secure and desired and helps to lessen the feeling of being replaced by another. There is real danger that this young child's personality may take on very undesirable traits through this experience, unless he is given time to adjust and is aided by patience and love to accept the new baby into his own habits of acting and feeling.

MOTHER'S CARE OF HERSELF

Mental attitude. The expectant mother has a much greater responsibility than planning the layette and the nursery. During the nine months of pregnancy, she must give great care and attention to those factors—food, sleep, and exercise—which affect her health, and the baby's physical growth before and after birth.

It is important for her to have a relaxed, happy attitude of mind during the pregnancy period and to continue to assume and enjoy family and social activities. Common sense must be used in the selection of recreation. Long, exhausting automobile trips should be avoided, also short auto trips over rough roads; but driving as a diversion does not need to be dropped. The expectant mother must choose the social relaxation she likes most, and which is most relaxing for her. A cheerful, happy frame of mind is important. Worry, fear, and anger may upset the digestion and result in inadequate food supply for the developing baby.

Kinds of food. Diet during pregnancy is very important. It is hoped that the prospective mother has been taught from her own childhood to eat those foods needed to build and maintain a healthy body. The mother's diet

must maintain her own body and build the baby's body. The diet will need to be rich in all growth-producing substances, that is, minerals, vitamins, and protein. These can be obtained from milk, eggs, fresh fruits, leafy vegetables, and whole cereals. Foods containing vitamin C are needed in abundance. Good sources of vitamin C are raw and canned tomatoes, fresh raw cabbage, green lettuce leaves, tender hearts of raw spinach, raw onions, oranges, and raw apples. Meat should not be eaten to excess as it gives the kidneys extra work.

Milk is a highly essential food. To supply the calcium and phosphorus to build the baby's teeth and to aid in keeping her own teeth in good condition, the mother needs a quart of milk a day. Not all mothers realize that the baby's teeth begin to form the sixth week of pregnancy and that all the first set are formed in the jaw at birth, although not visible. So that the calcium and phosphorus can be utilized to form teeth and bones, she must have cod-liver oil to supply vitamin D. Calcium and phosphorus are required, not only to build teeth and bone, but by every tissue in the body. The heart will not beat and the muscles will not work without calcium. The nervous tissue particularly needs phosphorus. To prevent anemia in both mother and baby, food that is rich in iron must be eaten. To secure iron in the diet eat egg yolks, liver, oysters, whole-grain cereals, leafy vegetables, apples, and raisins. Although the mother during pregnancy is eating for two people, it is important to remember that she does not need very much more food than usual, but adequate amounts of the right foods.

Rest, sleep, and exercise. Normal health requires sufficient rest and sleep. The pregnant mother needs them in abundance to conserve energy and to keep the nervous

system stable. She needs to rest several times a day, if only for fifteen minutes at a time, and should secure at least eight hours of sleep at night. Since sleep is an individual matter, each person must decide if eight hours are sufficient. The sleeping room must be well supplied with fresh air, but free from drafts. The bed must be comfortable.

A normal amount of exercise and work are essential. Regular housework which does not include heavy lifting or high reaching and does not produce fatigue is excellent. Walking is an easy and pleasant exercise which furnishes fresh air and sunshine in addition.

Clothing. All clothing should be free from tight bands since they interfere with the circulation. It is desirable to have the weight of all garments supported by the shoulders. Garments should be light in weight, comfortable, and attractive. They should fit well and allow for adjustment to the figure. The wrap-around dress is very satisfactory. Tight corsets do not allow proper functioning of the internal organs, and should not be worn. High heels increase the danger of falling. Broad and low heels give a feeling of balance and security. The pregnant mother should take an interest in her clothes; being well dressed and well groomed helps one to maintain a healthy, cheerful outlook. This is no time to disregard personal appearance.

Medical care. No mother-to-be should feel that it is an extravagance and a pampering of self to be under a physician's care. It is a safeguard to mother and child. Many complications can be avoided through competent medical care. Every father should cooperate in securing this aid for his wife and baby. He should go with his wife to the physician when she has her examination so

that he too understands the sane and wholesome care and attention which the occasion demands. From the time the mother first believes she is to have a baby she should be under a doctor's care. Only in this way can a check be kept on her physical condition.

In many localities nurses from the department of public health or from the Visiting Nurses Association provide efficient services during this period. A physician and a nurse are needed when the baby is born, so that the best and most sterile conditions may be assured. Furthermore, under the care of these two experienced persons the mother is not likely to make the mistake of over-exerting herself too soon after the birth of the baby.

Dental care. The dentist also should be consulted early during pregnancy. Food must be well chewed to be fully digested. During this period extreme acidity may affect the teeth. Poisons from an infected tooth may be released into the mother's system which in time will cause serious results. Teeth should be cleaned twice daily with a firm bristle toothbrush and a nongritty powder or paste. Teeth will not decay faster during pregnancy if the right food elements are provided in the diet. We must remember, however, that the material to make the baby's bones and teeth and to keep the mother's teeth in good condition must be supplied by the food intake.

Elimination of body wastes. Liquids are important in stimulating the action of the skin, the kidneys, and the bowels. These organs throw off the body waste. The kidneys of the mother have extra work during pregnancy, throwing off the waste from the body of the child, as well as from her own body. They need to be kept in good condition. Drinking plenty of water keeps these organs active. If the diet contains a quart of milk a day

and an abundance of fruits and vegetables, eight glasses of water should be sufficient. The bowels, as well as the kidneys, function in throwing off the body waste. At least one complete emptying of the bowels daily is necessary. Fruits, vegetables, and water are laxative, and constipation will result when there is a lack of them in the diet. Constipation is dangerous to mother and child, as the tissues of both are affected by the poisons thrown into the system by a clogged large intestine. The bowels should be kept open by the natural method mentioned and no strong cathartic medicine should be taken except on the doctor's orders.

Bathing. The skin equalizes the body temperature and, like the kidneys, eliminates waste. The pores of the skin do double duty during pregnancy by constantly throwing off waste from the body. If the pores are clogged, the kidneys must do the work of the skin. Therefore, a daily bath is advisable. A tepid, rather than a hot, bath is recommended if the bath is taken at night, because of the soothing influence of tepid water on the nerves. If one is accustomed to a cool sponge or shower in the morning, this may be continued, if the reaction is favorable after a brisk rub with a Turkish towel. The skin should feel flushed and a pleasant sensation of warmth should follow. Many physicians advise that after the seventh month shower baths or sponge baths be taken in place of tub baths to avoid possible infection through the birth canal.

Prenatal influence. No amount of care and attention on the part of the mother can make her child a blue-eyed girl, a red-headed boy, a musician, or an artist. There is no scientific basis for the belief in any kind of maternal markings. For example, a mother frightened during

pregnancy cannot mark the child in any way. There is no nerve connection between the mother and child, and no direct blood connection; hence scientists tell us that any direct, specific influence of the mother's mind upon the developing child is not possible. Inherited characteristics are present when the baby first comes into being as a tiny cell, and what a mother may do or think after that cannot change these native characteristics. However, the daily watch she keeps upon her food, exercise, bathing, elimination, and emotions influence the baby through her blood supply, the nutriment of which supplies materials for baby's growing body. If the quality of the mother's blood is poor because of inadequate food, the baby's physical and possibly his mental make-up will suffer. If the mother's blood contains the necessary elements required for body building, the child has a chance to develop to his greatest possibilities.

CLASS ACTIVITIES

1. During the first week the members of the class may decide what children they wish to observe during the course. (See "Guide for Student Observation," page 3.) The teacher will keep a record of the child to be observed by each member, including name, age, and address.
2. A snapshot of the child observed is an interesting addition to the student's record. Dated pictures taken at intervals are desirable for class discussion of different stages of development.
3. A committee may investigate what agencies in the local community are working on some phase of child welfare. Inquire of doctors and nurses, home demonstration agents, and other social agencies.
4. In order to interest the mothers of the children who are being observed, arrange for an informal tea and invite them

to meet with the class members to talk over the plans and purposes of the class.

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CHAPTER 2

THE NURSERY

PROBLEM

Since the baby in the first year sleeps from two-thirds to three-fourths of the twenty-four-hour day, the place where he sleeps should be given careful consideration. What are the most important things to consider?

SUGGESTED ASSIGNMENTS

1. What are the factors in the home environment which make for a sense of security?

2. Why is it advisable for the baby to sleep alone at all times?

3. Explain the reason for providing fresh cool air while he is sleeping.

4. During the first few months a roomy clothes-basket or a large market basket with a handle may be used for the baby's bed. Describe the articles needed to make up this bed. What are the advantages of using a basket?

5. Why use two light-weight blankets rather than one heavy one? Which is warmer, a wool or a cotton blanket?

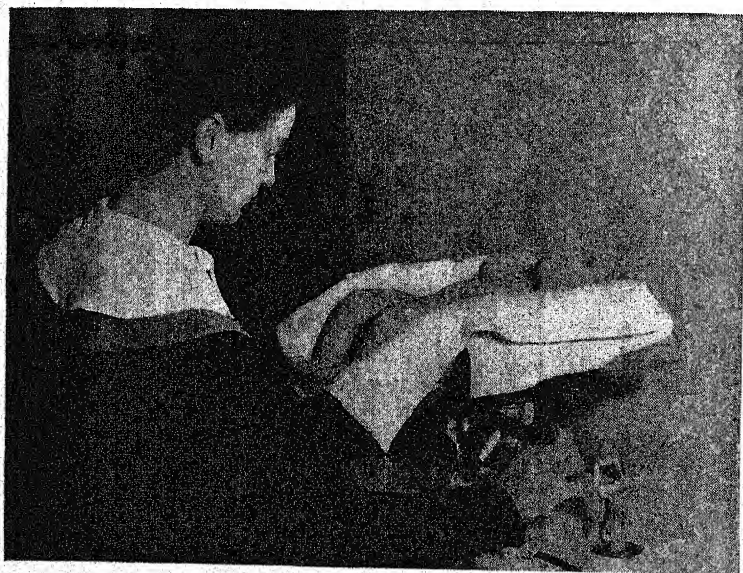
6. If oil or gas heaters are used in the baby's room, what precautions must be taken?

STUDENT REPORT

The furnishing of the baby's room. Illustrate with pictures and fabrics.

A planned place for the baby. Before the baby is born it is wise to plan in advance the place where he will sleep and the place where he will keep his things. It is important that this shall be a place of his own, where he can later keep his belongings. He will then feel secure in knowing that the place is really his, that he had been wanted and planned for by the family.

When the baby is two or three months old he should have a separate room, if one is available. His sleep is more likely to be unbroken if he has his own room, and, therefore, he develops good sleep habits. He also learns to go to sleep without someone in the room, which is a good start toward self-reliance. Up to this time many babies need the nearness of their mothers to help them



Anne, the twenty-fifth "practice-house" baby at Cornell University, seems to enjoy being weighed. The "student mothers" who take care of Anne learn how to judge the baby's progress by her gain in weight and how to adjust her diet accordingly.

become adjusted to their new environment; and the use of a room in common is also convenient for the mother so long as the 2:00 A.M. feeding is given. If later it is impossible to provide a separate room, a screen across the corner of the parents' room will give a degree of seclusion. A convenient place should be selected for the baby's belongings.

REQUIREMENTS FOR THE NURSERY

Fresh air. The room in which the baby sleeps at night and during the day, if he cannot be put outdoors for his naps, must be well ventilated. Some fresh air should be admitted all of the time. Movable screens around the crib or a sheet over the sides of the crib may be used to protect from drafts. In severe weather a cloth window screen may be used, or ventilators can be placed in the window casing. Glass deflectors ventilate without drafts. A room with cross ventilation is desirable, especially during warm weather, and sunshine for a part of the day is essential. The room where baby sleeps should be light and airy, and it should be possible to keep it at an even temperature.

Temperature. During the first few weeks, the day temperature of the nursery should be between 65 and 70 degrees; the night temperature, between 55 and 60 degrees. Older babies, if they are well, need a day temperature of 65 to 68 degrees, and a night temperature of 45 to 50 degrees. To test the temperature of the room, place the wall thermometer near the crib three feet from the floor, in order to get a more representative temperature than can be secured if the thermometer is hung five or six feet from the floor. Never permit the room to become overheated. Too much heat causes restlessness in the baby, and if he is subjected to an overheated room

from day to day, he is likely to become a fretful baby and to be very susceptible to colds. During very hot weather, shades at the windows, electric fans to keep the air moving, and damp cloths or sheets hung up to cool the air by evaporation are useful devices. Both the baby and adults should be protected from the direct draft of the fan. A fan placed on the floor gives very satisfactory results.

Heating. Whatever the heating system used in the house is, the temperature in the room where the baby sleeps and plays should be kept uniform by the use of a thermometer. When oil or gas heaters are used, a window should be lowered slightly from the top to allow the impure air to pass out. If it is necessary to use oil or gas for several hours at one time, air the room thoroughly. An oil lamp consumes as much oxygen as several persons. Fresh air supplies oxygen and therefore is necessary. A delicate baby, as well as a healthy baby, needs fresh air. Fresh air aids in preventing colds; it aids digestion and improves the appetite.

Furnishings. The baby's room needs very little furniture and should have no dust catchers, such as overdrapes, upholstered chairs, heavy rugs or carpets. A simple chest of drawers is needed for the clothing. Several drawers or shelves in a closet are desirable so that the various articles of clothing can be kept in separate stacks and found easily by any member of the family. Provision should be made so that later the young child's dresses and suits can be placed on low hangers. A low chair without arms is comfortable to use when feeding the baby. A small table with a drawer is convenient.

Washable curtains should be used at the windows. White is generally used as it stands frequent washing. For the same reason, enameled furniture and rag rugs

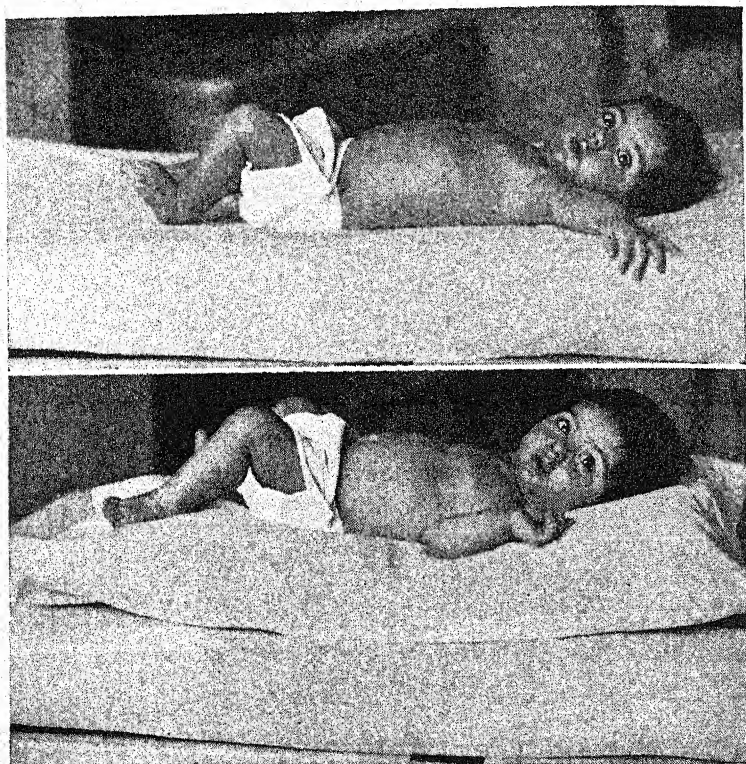
are considered appropriate for this room. Floor and wall coverings should be attractive and easily cleaned. The floor must be smooth and free from splinters to be safe for the baby when he crawls.

To avoid a glare at night do not use a ceiling light, but rather a shaded lamp placed low. A bulb screwed into a floor plug at night and removed in the morning has proved satisfactory.

NECESSARY CONDITIONS FOR BABY'S SLEEP

The baby should have a separate bed from birth. He has better air, more freedom, no danger of being smothered or rolled upon, and learns from the beginning to go to bed alone. Strange as it may seem, many young babies are accidentally smothered by adults sleeping with them.

The sleeping basket. If the baby's first bed is to be a small portable arrangement, it is not necessary to buy an expensive bassinet. A clothesbasket can be used for this purpose. The basket must be long enough so the baby can easily stretch out. Line the inside of the basket with washable material, and pad lightly to protect the baby from the rough sides. Do not use soft pillows for a mattress. Baby must lie flat. In the bottom of the basket place a firm mattress three to four inches thick, or four to six layers of quilted mattress pads. Cover the mattress with a rubber sheet and place a washable quilted pad over this. Whatever the baby lies on should be firm, not soft or capable of making lumps and hollows. The purpose of the firm mattress is to aid in developing a straight back. The basket may be placed on a special frame, on a table, or on the seats of two chairs placed together, but never on the floor when baby is in it. For on the floor it is drafty.



Use a firm mattress for baby's bed (*above*). Notice how the back curves with the soft pillow (*below*).

The crib. If the baby sleeps in a crib from the beginning, then it is wise to buy one that will last till he is six. This crib should be high enough to save the mother from unnecessary bending and must have sides to prevent the baby from rolling out. The sides should be adjustable to make it easier for the adult to lift the baby in and out. The sides can be dropped or removed entirely when the child is old enough to get in and out alone.

The springs must be firm and free from sag. Cheap springs and mattress are no economy. A child who sleeps

continuously on a sagging spring is likely to have rounding shoulders and often a curvature of the spine. *A firm mattress is essential for a straight spinal column.*

The bedding. The blankets should be of the lightest, softest material possible. At least one wool blanket is needed—two or three preferred. Wool blankets provide warmth without weight; cotton blankets are heavy and not so warm. A sufficient number of muslin sheets—large enough to allow a twelve-inch tuck-in at sides and ends to secure smoothness—are needed to keep the bed clean and dry. Extra quilted pads, a rubber sheet, and a washable bedspread without elaborate lace, frills, or ruffles are necessary. Most pediatricians advise against the use of a pillow for a young baby; they maintain that the pillow tips the head forward causing round shoulders. It is better, they say, to fold a napkin and place it under his head.

CLASS ACTIVITIES

1. Show the difference between cotton and wool fibers. Use the burning test. Class members should learn to recognize wool and cotton by sight and touch.
2. Visit the department stores and examine the types of cribs on sale.
3. Observe and make careful note of the kind of bed in which the baby you are observing sleeps.

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CHAPTER 3

CLOTHING NEEDS

PROBLEMS

It is wise to provide an inexpensive layette with the minimum number of pieces. Why? What articles are needed?

Why is a knowledge of approved methods of laundering essential to the mother?

SUGGESTED ASSIGNMENTS

1. In most cases, if the baby is to have finely embroidered garments, the mother will spend hours in sewing before the baby is born. Which is the better plan from the standpoint of the baby: for the mother to sit inside sewing most of the time, or to have a very simple layette and spend as much time as possible out-of-doors in normal exercise? Explain.

2. Formerly the baby was dressed in stockings and knitted booties. Today we seldom use stockings until the baby begins to crawl, and we advise against the use of booties at any time. Why?

3. What are the advantages of garments which open all the way down the front or all the way down the back?

4. What qualities are desirable in diaper material? What product is now on the market which may in time replace diapers made of cotton?

5. Give four precautions which must be taken when washing wool garments. How can wool hose be kept in shape after washing?

6. If the mother has no help, the laundering may become quite a burden. Which garments may be used without ironing?

STUDENT REPORTS

Exhibit the articles needed for a complete layette, and explain the reason for the choice of fabric. Compare the cost, if purchased ready-made, with the cost of the same articles made at home.

Prepare a brief demonstration showing the steps in the process of washing cotton and wool garments.

Articles needed for the baby. Deciding upon the place where the baby will sleep and a convenient place to keep his things, is a first step in preparation for his arrival. The next is a wise and economical assembling of the essential articles in clothing, bath equipment, and out-of-door equipment.

CLOTHES FOR THE YOUNG BABY

Purpose. The purpose of the baby's clothing is to keep the body at an even temperature. He needs simple garments, constructed to give maximum freedom and to provide ease in laundering; garments that give warmth, that are light in weight, and have no tight bands are excellent. Total weight of baby's garments should not be more than twelve to sixteen ounces.¹

Longcloth, nainsook, batiste, and linen are suitable materials for slips and dresses. They are selected because they are soft, not too closely woven, and easily laundered. So the baby may be free to exercise, to grow, and to develop strong muscles, the garments must be

¹ Louise Zabriskie, *Mother and Baby Care in Pictures* (2d ed.; Philadelphia: J. B. Lippincott Company).

constructed to give freedom to arms and legs. Dresses and slips must be short enough so that he can kick and not have them in his way. Armholes and sleeves must be large and loose enough to allow him to throw his arms about without being hampered by armholes or bands that cut or bind.

Type. All of the first garments should be open down the entire front or entire back. With garments in this style, the baby is handled as little as possible when being dressed. If the garment is open only part way down, then the opening must be long enough to allow the garment to slip on easily and quickly.

The average baby measures about twenty inches at birth. The dress and slip need be but two to four inches longer than the baby. This length will be correct for him as he grows in height. As the baby becomes older, he wears his clothes shorter. This gives him needed freedom for kicking. An inch allowance in tucks placed over the shoulders of the first dresses provides for his increased growth in width. The garment may be fastened by narrow tapes or snaps made for the purpose. The snaps are set in fine cotton tape, and sold by the yard. Garments next the skin should be seamless; all seams must be flat and smooth. Rough edges irritate the baby's delicate skin.

Kimono sleeves are best for the first dresses as they are easy to launder, less likely to bind, and not so soon outgrown as the set-in sleeve. If a cuff is used on the sleeve, it must be large enough to allow for perfect freedom. Draw tapes give the best service at neck and sleeve, as they can be adjusted. If draw tapes are used, tack the tape at neck to keep it in place. The opening for the tape at the wrists should be placed on the under-

side so that tapes will not be chewed. Lace at the neck and wrists of dresses may irritate. If neck and wrist of sleeve are trimmed with lace, use a very narrow lace and tack it to the neck and wrist band to prevent irritation. Ribbons at neck or sleeves get into the baby's mouth and become wet and stringy. It annoys a baby to catch his fingers and thumbs in loops of ribbon. Make these first garments for baby's comfort; later indulge in the dainty things in which mothers delight.

MINIMUM LAYETTE

Diapers. Four dozen diapers (24 x 24 inches), made of birdseye, a cotton diaper cloth which is easy to wash and quick to dry. There are other types of diapers on the market which merit attention. The Pantease, a knitted diaper, is form fitting, needs no folding, and is easy to wash. There are several types of paper diapers and paper inserts which save time and energy.

Bands. Four linen mesh, or wool and cotton bands with shoulder straps. The Vanta V neckbands, size 2, are made so that the straps do not slip off the shoulders. Bands should be reinforced where diaper is pinned. Linen bands are preferred if wool irritates the tender skin. Bands keep the abdomen warm.

Shirts. Four knitted shirts, size 2, linen mesh, or wool mixture. A shirt that buttons down the front is best. It should have seams only on the shoulders. Tapes used as fastening should never be tied around the body. Double-breasted shirts are used in cold climates. Shirts protect chest and abdomen.

Slips. Four slips or gertrudes. The slip opens all the way down the back, or front, and the gertrude opens on the shoulder. Slips that are used in winter are made of

a part-wool material, such as Viyella flannel, and finished with ribbon binding, flat hem, or feather stitch. Three or four cotton slips will be needed for between-season weather. Slips are not worn in summer, except on cold days.

Dresses. Six white cotton dresses will lessen the daily washing problem.

Stockings. Until baby creeps he will be more comfortable without stockings—unless his feet are cold. If stockings are needed, use light-weight, fine, seamless wool and silk, or cotton stockings. They must be large enough for comfort, and to prevent injury to the foot. It is better to buy only a few stockings and shirts of the same size, as they are soon outgrown.

Wraps. Two or three squares of flannel to wrap around the young baby.

A light-weight wrap for spring and a heavy-weight one for winter.

A sleeping bag made from outing flannel, or a woolen blanket for cold weather. Use at night and out-of-doors in daytime.

A light-weight sweater for extra warmth.

CLOTHES FOR THE OLDER BABY

Wraps. A coat and cap will be needed later when the baby is older. The older baby may have a knitted woolen suit for winter.

Rompers. When the baby creeps he should have rompers. They allow for more freedom of movement.

Shoes. As soon as the baby begins to stand, and before he walks, he should have shoes. They must have a sole which is firm, flexible, and not stiff. The sole should be slightly thicker at the heel and under the arch. The



A perfectly designed romper suit. The child can be laid down on the open garment and literally buttoned up in it. (Courtesy U. S. Bureau of Home Economics.)

shoe should fasten around the ankle. In length they should be one-fourth inch to one-half inch longer than the foot, and in width one-fourth inch wider than the toes.

Stockings. These will be needed when baby begins to crawl, if not used before. They must be long enough in the leg to cover the knee. Purchase the stockings three-fourths of an inch longer than the foot to allow for shrinkage. A baby should never wear a stocking that is less than one-half inch longer than his foot.

LAUNDERING THE BABY'S CLOTHES

The utmost cleanliness is necessary in caring for the baby. Bathing alone cannot accomplish cleanliness. Garments must be kept clean, and a knowledge of efficient laundering is essential for both the baby and the garments. A knowledge of textiles and soaps will aid in keeping the baby's clothes in good condition and com-



The romper back is long enough to allow the baby to rise up on his hands; the leg openings are curved high at the front to prevent the romper from slipping down over the knees when the baby creeps. (Courtesy U. S. Bureau of Home Economics.)

fortable to wear. Shrunk woolens mean tight, restricting garments for the baby. A baby's garments are never starched.

Cotton clothes. Soak cotton clothes in cold water; rub with a little soap; wash with a mild or neutral soap—such as Ivory—and hot water; rinse; boil five minutes; rinse again in at least two rinsing waters; and hang out-of-doors, if possible, to dry.

Wool and silk garments. Never soak articles made from wool or silk fibers. Wash them in lukewarm, never hot, soapsuds made with mild soap or soap flakes. Do not rub or wring the garment; squeeze it. Use the same temperature for both washing and rinsing waters. Shake and pull into shape. Dry woolen garments in warm air. Do not hang in hot sun or in hot dryers. Wool or silk fabrics should never be allowed to freeze. If the article needs to be pressed, use a medium, never a hot, iron. Strong soaps and strong washing powders must not be used.

If these rules are not followed, the soft elastic quality of the woolen garment is lost; it shrinks and becomes hard. If the water is hard, a very little dissolved soap or one-half teaspoon of glycerine should be added to last rinsing water.

Diapers. Change wet or soiled diapers immediately. If a wet diaper is dried and used the second time, without laundering, it will cause soreness and skin eruption. A used diaper is saturated with the waste products of the body. A large diaper wash every day is to be expected, since the baby urinates every fifteen or twenty minutes during the first few months. Wash diapers thoroughly with a neutral soap, such as Ivory or Lux; rinse several times in hot water to remove all soap; dry in the sun, if

possible; fold and smooth with hand. Diapers need not be ironed every time they are laundered. A covered receptacle is needed for wet diapers. Used diapers should never be left lying about or drying on radiators. All diapers should be boiled three times a week to keep them sanitary.

Soiled diapers should be given immediate attention. Rinse first in cold water and wash according to the method described. Careful rinsing is imperative because soap left in diapers irritates the skin. The diaper can be held under the flushing water in the toilet to free it from the stool, if the toilet is kept immaculately clean. Diaper laundries are found in the larger cities. Paper diapers and paper inserts have found favor in hospitals and in some private homes.

CLASS ACTIVITIES

1. Show a complete layette, which may be borrowed from a local store or from a mother in the neighborhood. In this connection it would be helpful to show rubber pants, explaining why it is not advisable to use them. The various types of baby shirts on the market should be illustrated and discussed and costs compared. Show the advantage of the kind which goes on like a coat.
2. Some member of the class might be able to bring in an old-fashioned lace-trimmed baby dress. Compare it with the simple, untrimmed slips used today. Stress the increased freedom for the baby and the ease in laundering.
3. Have a committee bring in samples of flannel and outing flannel. Compare as to fiber, use, and cost. Discuss the danger of fire with a fuzzy surfaced cloth.
4. For the notebooks, illustrations may be collected showing satisfactory garments for the layette.
5. Have the students take the responsibility for laundering some woolen articles at home regularly each week for a month.

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CHAPTER 4

GROWTH AND DEVELOPMENT IN THE FIRST YEAR

PROBLEMS

In order to be sure that baby is progressing properly in growth and development, what standard of development may we use for comparison?

By what signs do we know a well baby? A sick baby?

SUGGESTED ASSIGNMENTS

1. Explain the meaning of the following words: heredity, environment, coordination, reflex, inoculation, constipation, anemia, rickets.

2. To what extent is (a) heredity, (b) environment responsible for the physical well-being of the child?

3. We can discern some difference in the baby's cries by the end of the first month. What emotions is he trying to express?

4. What progress—physical, mental, emotional, and social—may we expect by the end of the first year?

5. What must we know about the sun's rays from season to season in order to regulate sun baths intelligently?

6. Describe the approved method of giving the baby spring and summer sun baths—at one month, at four months, over four months.

STUDENT REPORTS

Ways and means of protecting the baby from catching cold.

What modern science has to offer in the way of protection from such dread diseases as diphtheria, scarlet fever, and smallpox.

The causes and prevention of constipation.

We cannot all see a newborn baby, but we do want to know something of how he looks and how he acts.

THE NEWBORN BABY

The body build. A newborn baby's body seems out of proportion. The upper part of the body appears to be too large for the legs. The legs look bowed because they are held with the soles of the feet facing each other. The abdomen appears very large in relation to the rest of the body. This is due to the large liver in which iron has been stored before birth.

The *head* of the baby at birth is one-fourth the entire length of the body. It looks rather large. The baby's skull at birth has two "soft spots" where the bones of the skull have not come together. One is at the back of the head and one is on top toward the front.¹

The *bones* of the newborn infant are soft and cartilaginous. Certain bones, which unite later, are unconnected. This makes the



¹ W. M. Feldman, *Antenatal and Postnatal Child Physiology* (Philadelphia: F. A. Davis Company), p. 508.

A careful record of baby's weight is kept at the well-baby clinic conducted by the Visiting Nurses Association, York, Pennsylvania.

baby's body more flexible than the body of a grown person.

The *skin* is as soft as velvet. The flesh is firm and elastic. It is a pink color—or an even red which soon changes to a lovely pink.

The amount of *hair* at birth varies with different babies. The head may be covered with downy hair, there may be almost no hair at all, or again, there may be quite a heavy growth of hair.

The average *height* of the baby at birth is about 20 inches, and the *weight* is $7\frac{1}{4}$ to 8 pounds. Boys usually weigh more than girls. Some babies weigh as much as 9 or 10 pounds, some as little as 6 pounds or less.

The senses of sight, hearing, touch, smell, and taste. These senses have been studied by many psychologists. It is their general opinion that *sight* is imperfect at birth. The newborn makes only a slight reaction to a sudden and strong change of light. Objects are not distinguished at birth. Psychologists state that the average baby begins to notice objects during the first month.

Hearing. Babies are deaf for a few hours following birth. Some babies have been reported as having been aware of a violent sound in the first day of life. The average baby reacts to sudden harsh sounds, as the banging of a door, during the first week.

Of all the senses, that of *touch* is the most perfected at birth. The most sensitive part of the body is the lips. The slightest touch of the lips sets up a sucking movement. This is important since baby uses this sucking movement from the first day to obtain food. The temperature which surrounds the newborn should be kept even or he will become uncomfortable. He does not seem to be sensitive to temperature changes on small areas, such as hand or cheek.

Smell. Psychologists have not made very many observations along this line. However, several have reported that the odor of a drop of milk has caused an infant to stop crying;² also that a substance with a very strong, disagreeable odor causes an action of avoidance.³

Taste. Regarding the sense of taste at birth, the observations of psychologists have differed. Some report no sign of a sense of taste until several days after birth. Others say that very bitter, sour, or salty flavors were rejected by newborn infants, and that sweet flavors were accepted.

The motor skill. The movements of the baby at birth are aimless and uncoordinated. During his waking hours he is almost ceaseless in these random movements; he waves his arms and legs, waves his hands, wriggles, and stretches.

The newborn possesses most of the reflexes he will ever have: he chokes, sneezes, swallows, gasps, yawns, and hiccoughs. Psychologists differ as to whether he winks if an object comes near his eyes. Gesell, of Yale, who has observed many babies, states that the baby winks the first day.⁴

The emotions. The most recent observations of the baby during the first few days after birth show that the infant gives little evidence of experiencing the emotions of fear or anger. His cries do not indicate different emotions. He is comparatively insensitive to pain. No definite emotion can be detected in facial expressions or in body movements. However, evidences of developing emotions occur after the first month. At this age his

² Wm. Stern, *Psychology of Early Childhood* (New York: Henry Holt and Company).

³ Dearborn, *Motor-Sensory Development* (Baltimore: Warwick and York, Inc.).

⁴ Arnold Gesell, *The Mental Growth of the Preschool Child* (New York: The Macmillan Company, 1925).

cries become differentiated and he shows definite signs of fear.⁵

BUILDING FOR THE FUTURE

The normal growth and development of the baby are influenced by two factors—heredity and environment. Racial and family factors come under heredity. Home and community factors come under environment.

To be physically and mentally fit it is necessary to possess good health. Good health depends upon opportunity for normal growth and development, the establishment of good health habits, and precaution against disease.

The hereditary factor. The fact is that each child is born with certain possibilities for normal growth and development. Either he is born into the world with a strong physical endowment which makes him capable of developing a strong efficient body; or, he is born with a weak physical endowment which makes him less capable of building a strong body and of resisting disease. This is known as the hereditary factor—something which is carried along from grandparents to parents, and in turn to their children, just as curly hair, blue eyes, and characteristic features are passed from generation to generation.

The environment factor. Physical growth does not depend upon heredity alone. There is the other factor called environment. A baby who is born with a weak constitution, but reared with good habits of food, sleep, elimination, and exercise, has a better chance of normal development at fifteen years than a baby with a strong constitution who is reared in a home where little or no

⁵ Arthur T. Jersild, *Child Psychology* (New York: Prentice-Hall, Inc., 1933).

attention is paid to health and good habit formation. In a home where proper care insures the foundation of good habits, a child is enabled to develop to his greatest possibilities. On the other hand, in a home where ignorance or carelessness prevail it is impossible for a child to attain normal growth and development.

It is also important to know that the rate of growth varies with different children. When standards are given for the average child, they are to be used as statements with which we can check the progress of a well and healthy child.

PHYSICAL GROWTH IN THE FIRST YEAR

Growth in weight. The average weight of the baby at birth is 7 to 8 pounds. There is a slight loss of weight the first few days, caused by body adjustments and the quality of the mother's milk. A steady gain may be



This baby has a sturdy straight back and excellent muscle control at 7½ months.

expected by the tenth day if baby is properly nourished. The average gain is 6 to 8 ounces weekly for the first six months. From this time on the gain is about half as rapid. At this rate of growth the baby doubles his original weight by the sixth month and triples it by the end of his first year.

The baby should be weighed once a week until he is six months old. If progress is satisfactory at six months, he can be weighed every two weeks until one year old. He should be weighed on the same day of the week and at the same time of day. If the weighing is done at home, bath time is most convenient. If the family has no baby scales, the baby may be weighed at the doctor's office, at a well-baby clinic, a hospital, or the clinic of a Public Health Nurses Association.

Growth in height. The average height at birth is 20 inches. There should be a corresponding increase in weight and height during the first year. At six months the baby may be expected to measure 24 to 26 inches. At one year of age there should be an increase of 8 to 10 inches over the height at birth. To measure height, lay the baby flat on a blanket spread on a table and measure with a yardstick from head to heels. Place one hand on the baby's knees to keep his legs straight.

Body growth. After a year the baby's head is much larger than at birth. The "soft spot" at the back of the baby's skull closes around the fourth month. The "soft spot" on top does not close until the baby is a year and a half or two years old.⁶

The bones in the first year have a large amount of cartilage; this makes them liable to deformity, such as

⁶ Holt and Howland, *Diseases of Infancy and Childhood* (New York: D. Appleton-Century Company).

the bowlegs of the child suffering from rickets.⁷ The bones of the arms and legs lengthen so that at the end of twelve months they no longer seem out of proportion to the trunk.

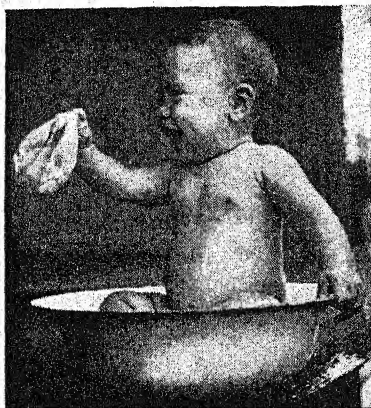
The circumference of the head, chest, and abdomen, which are about equal at birth—measuring approximately 14 inches—are still equal at twelve months—measuring about 17 to 18 inches.

The nervous system is still unstable at the end of the first year. The muscles have grown rapidly. In these first twelve months baby sits up, creeps, stands (some walk), and handles objects. The heart is small, although it has doubled its weight in one year. The teeth of both the temporary and the permanent set begin to form before birth; at birth the first set are partly or entirely hardened. If a mother eats the right kind of food, is healthy, and digests and assimilates her food in the months before the baby comes, she provides materials for the proper growth of teeth. The first tooth is cut about the sixth or seventh month, if the baby has had the right food, enough cod-liver oil, and plenty of sunshine. There should be six or eight teeth at twelve months. If the mother's and the baby's diet have included the needed foods, the cutting of teeth will not be difficult.

DEVELOPMENT IN THE FIRST YEAR

While all of these changes are taking place in body growth, the baby, through his various senses, is becoming aware of the world about him. He is learning to

⁷ Holt and Howland, *Diseases of Infancy and Childhood* (New York: D. Appleton-Century Company).



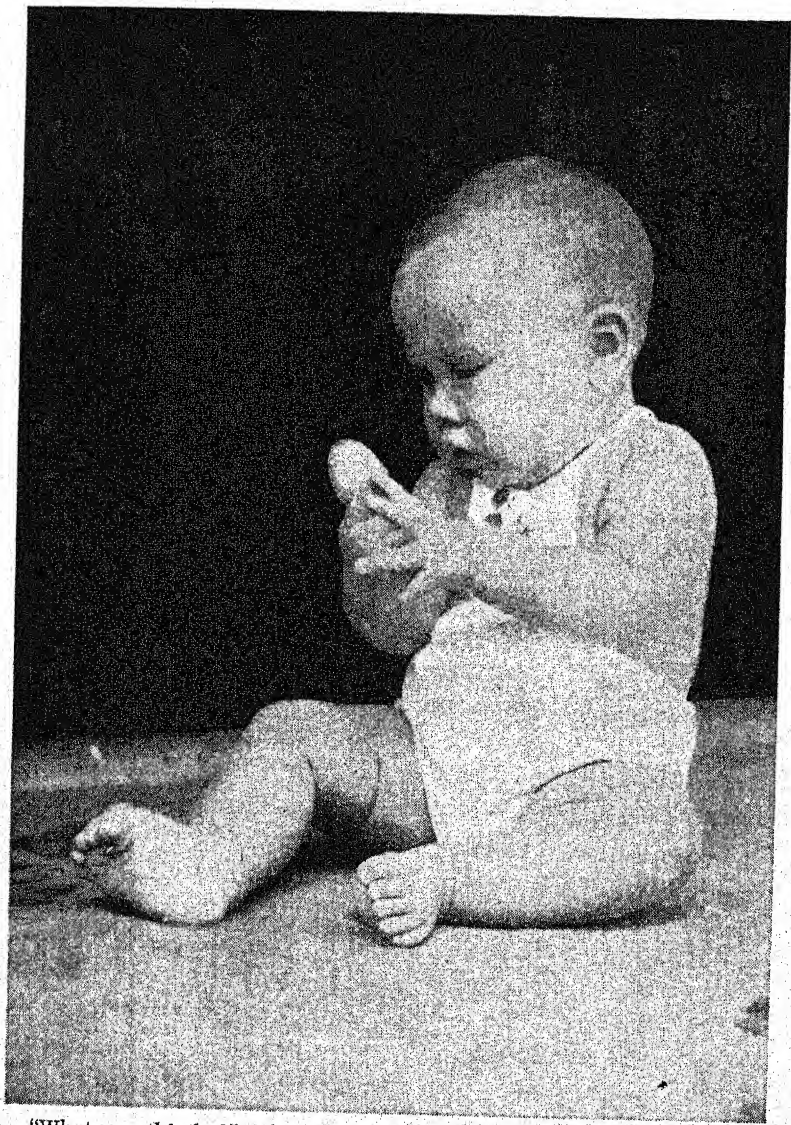
Only a child who feels happy and secure can laugh like this.

handle objects, to manage his own body, and to react to people in his environment.

How does the baby learn? He learns by doing the same thing over and over. The more often he does it and enjoys doing it, the easier it is to do. Soon the act is done without any conscious effort. It has become a habit. When the baby does something for

the first time, as holding his cup of milk, and the parent or big brother or sister smile their approval, the baby is more likely to do it again than if no attention had been given. Even when the baby is too young to understand words, he is aware of facial expressions and attitudes. So, in his first year, through his successes and failures, by encouragement and disapproval from those around him, he gradually develops very definite abilities and also lays the foundation for certain personality traits. We must remember that he is more aware than we realize of other people's actions and attitudes, and that he learns, also, by unconscious imitation of others from the first days of life. This is the reason for one fundamental rule of adult-child relationship: *always treat a small baby with the same sincerity and respect for his personality as you would treat an adult.*

Social and emotional development. The baby experiences the emotions of love, fear, and anger.



"What can this be?" The healthy baby is actively curious. (Courtesy School of Home Economics, Oregon State Agricultural College, Corvallis, Oregon.)

He expresses the emotion of *love* when he shows satisfaction, in other words when he is thoroughly comfortable physically and happy in human relationships. The young baby shows this satisfaction when he is held in his mother's arms, nursing at the breast, smiling, wriggling his feet, and gently patting the breast. The baby's love is centered in himself at first but soon evidently extends to those things and persons which give him physical satisfaction. As he approaches his ninth month, the baby has consciously extended his love from himself to include his mother and others in the family who care for him. He becomes interested in things about him, in new experiences, and in new people. From this time on, the baby has a real need for companionship with the members of the family. This does not mean that all of his waking hours should be filled with direct personal attention, but rather that he be where he can enjoy, and participate in, the activities of the family through watching. He wants to be where members of the family can smile and talk to him occasionally as they work. He needs to become a part of the family activities, and he also needs to learn to amuse himself within the family circle. He should accept care in his daily routine from any member of the family. Now he learns to meet strangers in the pleasant and secure atmosphere of the home.

A sudden loud noise—as the banging of a door, dropping of tin pans or dishes, a loud blast of the radio—will cause the baby *fear*. This is especially true if he is wakened from sleep. Fear may become associated with strangers if the baby is greeted with loud bursts of approval by his big brother's and sister's friends, or the members of his mother's club. Such a reaction is proof that we have not adjusted a trying new experience to

his present stage of personality development. The rule of the same courtesy to the baby as to an adult would guard him from social shocks thoughtlessly given.

Even the very young infant expresses *anger* when his head or arms are held firm and still. By the forceful stopping of his random movements when dressing, bathing, or carrying him, the emotion of rage may be aroused. Proper handling of the baby will help to reduce these outbreaks of temper.

The baby also shows anger if his wishes are not granted. He has no realization of time, and when he is hungry he does not know that his food will be there in a few minutes—so he cries. This crying may develop into rage if the food is long delayed.

By six months his desire for companionship or the desire for a toy he has dropped may cause anger. But gradually, by making satisfactory associations with his experiences, and through his daily routine, his anger becomes a bit more controlled. This control gradually increases as his feeling of security in the family group increases.

AN AVERAGE BABY

All babies do not develop alike. Normal babies exhibit a wide range in the time of development of walking and talking abilities. There is no need to worry if these functions are slightly delayed. We do have, however, the average baby, and the following are indications of the development of the average child at a given age.

At one month. The average baby of one month will lift his head from time to time when he is held against the adult's shoulder. He lifts his head unsteadily every now and then while lying prone on a flat surface, as a

table or a bed, and will turn his head to the side when lying in this position. He shows that he is aware of sounds. When he is uncomfortable, in pain, or hungry, his cries are different. The month-old baby will stare at a large object, and is aware of a conspicuous moving object. As early as one month the fingers of the baby's two hands come together exploringly.

At three months. Two months later we find the baby following moving objects with his eyes, and turning to look in the direction of a sound. With a smile or a coo he will respond to a glance. Cooing is a first step in talking. When lying in a prone position, his head and shoulders can be held erect. He feels and explores objects—such as a rattle, the bedding, or his head—if his hands happen to touch them. He can bring his hand to his mouth, and will push with his feet against a resisting object, such as his mother's lap, a pillow, or the side of his bed.

At six months. By this time the baby knows his own name. He can differentiate between familiar faces and those of strangers. He has experimented with sounds, and his "da-da" and "ma-ma" cause parents to believe he is naming them, but he is really just exercising and experimenting. He can sit alone for a short time, but his back muscles need a firm support. He has a keen interest in all objects about him. He will attempt to grasp any object within reach; if he is unsuccessful, he shows displeasure. Here is evidence that as early as six months the baby knows what he wants and sets out to get it. Now he will imitate sounds, which is a next step in talking. Baby can put his toe in his mouth at six months; this is a great advance in muscle coordination. From six to nine months he has a tendency to put every-

thing he grasps into his mouth. He is learning something about objects through his sensitive mouth.

At nine months. Now he has become accustomed to the familiar faces of the family, and he may show fright at strangers if he has not seen many or has had unhappy experiences with them. If baby has been well nourished and has had an opportunity to exercise his body, he will draw his body to a kneeling position; he can also stand with support. He can now lie down and sit



Ten-month-old June is pleased with her achievement. She has just taken four steps without holding on to anything.

up at will. He will attempt to gain the attention of an adult by cooing, by crying, or by having a real temper tantrum. When an object is hidden from his sight, he will show a desire to find it. The nine-month-old baby has sufficient body control to sit erect and, at the same time, to grasp a toy in one hand and take a second toy in the other hand, if it is handed to him. If you build a tower of small blocks, he will try to knock them over. Some babies creep at eight or nine months.

At twelve months. In the first year the baby learns more than he will ever learn in any other one year. By his first birthday his powers of imitation are developed. He wants to do what he sees others doing. A normal

child should be able to stand, holding on to furniture. He can crawl in any direction. Some children walk, holding on to furniture or some person's hand. He uses his hand well and can reach for an object with one hand. He can take the lid off of a box, and he can put small objects into larger ones.

Some children at twelve months can say several words and associate them with the correct persons or objects. The normal child can understand a simple command "no, no" and a command to stop what he may be doing when requested to do so. He gets his first lesson in respecting the property rights of others when he learns to give up an article he wants if told, "This is mother's"; or he learns not to touch an article when told, "Do not take that." The one-year-old child shows definite likes and dislikes for people. In this first year is laid a desirable or undesirable foundation for future wholesome development.

KEEPING THE BABY WELL

Precaution against disease. Study and research in the field of children's diseases have greatly reduced the mortality rate of the first five years. Parents formerly believed that there were certain children's diseases from which there was no escape. Today we know this is not true, and parents take precautions to protect children from contagious diseases. If the baby is to make normal growth and development he must be kept healthy and be protected from illnesses.

Regular medical supervision. From birth, the baby should have the advantage of regular medical supervision. The trained eye of the doctor can tell if his color is good, if he is as active as he should be, or if there is

any forerunner of disease. The doctor will want to know the weekly gain in weight until the baby is six months old. After that, if the gain has been steady, he will want to know the increase in weight twice a month. He will want to be kept informed of baby's feedings, the amount of sleep and exercise he is getting, and if his eliminations are regular. The baby should have four complete examinations in his first year—at birth, at four months, at eight months, and at one year old. The examinations can be given by the family pediatrician, or child specialist, at a well-baby clinic, or at child-health centers.

PREVENTION OF ILLNESS

Parents should allow neither personal prejudices nor nervous fears of relatives regarding disease prevention to endanger the health of their child. It is their duty to learn what methods modern science has provided by which many of the dreaded diseases of early childhood can be controlled.

Diphtheria. Protect the baby from diphtheria by inoculating with toxoid or toxin-antitoxin when he is six or nine months old, or as soon after as possible. It is well to have this done before the teeth come. Six months after the inoculations a test for susceptibility—known as the *Schick test*—should be given to see if the treatment has given protection. This test is necessary to assure the baby's safety.

Smallpox. The baby should be vaccinated against smallpox before his first birthday. No one can predict when the disease may break out in the community.

Measles and whooping cough. These diseases are very serious in a baby under one year. If a baby is exposed to one of these diseases, it is often deemed wise by the

physician to inoculate with a vaccine which will not prevent the disease, but will greatly modify it.

Guard against measles, whooping cough, mumps, chicken pox, and scarlet fever by observing quarantine, by not allowing children to be taken near contagious diseases, and by keeping them out of crowds. These precautions must be taken. Equally important is the daily attention to the fundamental health rules which build body resistance to disease.

Colds. Babies are very susceptible to colds. An adult with a common cold may cause the baby to develop a serious illness. Safeguard the baby by observing these rules:

- (1) Keep baby out of crowds.
- (2) Keep him away from people with colds.
- (3) Wash hands before handling the baby.
- (4) Keep baby from becoming fatigued.
- (5) Avoid overheated rooms.
- (6) Avoid overheating by dressing him too warmly to go out-of-doors. If he perspires too freely he may become chilled when his wraps are removed.
- (7) Do not kiss the baby on the mouth.
- (8) Do not allow the breath of anyone to cross his face. Breath may carry disease germs.

Constipation. Constipation can be recognized by the baby's stools. If they are too dry—hard small lumps—or too infrequent—only one small movement, or none at all, in a day—he is constipated. Careful planning for regular defecation is the best preventive. Plenty of water to drink, freedom of body for abdominal exercise, and

abdominal massage are preventives. Orange juice, prune juice or pulp, whole-grain cereals, cod-liver oil, and a suitable daily diet are preventives and cures for a baby's constipation. Do not give castor oil or other cathartics except as advised by a physician.

Anemia. Anemia is the result of poor blood. The blood has less red corpuscles than in its normal condition. This is the result of a deficiency of iron in the diet. Begin to feed an anemic baby vegetable water and pulp in the early months, as recommended by the pediatrician. Feed him green leafy vegetables, egg yolk, fruit juice, and whole-grain cereals. These foods contain iron.

Rickets. "Leading pediatricians assert that practically all children will develop rickets if fed solely on certified milk, pasteurized milk, canned milk, or commercial infant foods unless cod-liver oil, egg yolk, or an abundance of sunlight is given to them."⁸ Rickets is prevalent among young children. It is a nutritional disease which prevents or delays the body use of the calcium and phosphorus necessary for development of bones and muscles. Vitamin D makes it possible for the body to use, to the best advantage, the lime and phosphorus found in food. The best sources of vitamin D are cod-liver oil and the direct rays of the sun on the skin. There is vitamin D in egg yolk and some in whole milk, but the best source is cod-liver oil. When the baby has rickets, the skin is pale, the muscles flabby, and the bones soft. Cod-liver oil and sun baths are valuable for health from infancy to old age. If babies living in temperate zones, where the disease of rickets is prevalent, are to attain normal growth, they should have sun baths and cod-liver oil from the first month of life.

⁸ E. V. McCollum and Nina Simmonds, *Food, Nutrition, and Health* (New York: The Macmillan Company).



When a baby takes a sun bath in midsummer, a brimmed bonnet protects the head and eyes.

SUN BATHS FOR BABY

To secure the benefit of a sun bath, the sun's rays must fall directly upon the skin. A sun bath should not be given with the sun shining through the window glass, because the glass keeps out the ultraviolet rays, which are the health-giving rays. These rays will not penetrate layers of clothing. Great care must be taken to prevent burning the skin. A fair-skinned baby burns more easily than a dark-skinned baby.

How to give spring sun baths. If a baby is born in the spring or summer, the sun bath is given outdoors. Sun baths should begin about the third or fourth week. *Protect the eyes* from the direct rays of the sun. Do not expose the baby's *head* to the direct rays of the sun during the summer months. Late in March or April, in a northern climate, the sun baths can be started on hands, feet, and cheeks. Turn first one cheek, then the other, toward the sun. Be careful to have eyes turned *away* from the sun. Both hands can be exposed on this first day. This sun bath may last ten to fifteen minutes. On the next day expose the feet to the sun, and extend the time of the sun bath by three minutes for the fair-

skinned baby and five minutes for the dark-skinned one.

Every few days continue to expose gradually additional parts of the body: one leg to the knee, then the other; one arm to the elbow, then the other. In the same order, expose legs to hips, arms to shoulders, parts of back and chest, until the entire body, except the head, has had a sun bath from one-half hour to three-quarters of an hour once or twice a day. Babies over four months can have an hour of sunning once or twice daily. Remember that each new area of the skin is exposed from three to five minutes at first, and that the entire period of the *daily* sun bath is only increased three to five minutes daily. If sun baths have been started in late March or early April on cheek and hands, and weather conditions have been favorable for daily exposure, sun baths may be given to the whole body by the first week in June. Turn the baby so that he is gradually tanned (not burned) on front and on back.

Be sure the body is protected from wind and drafts. Both wind and sun will cause burn. People are made ill from sunburn, and when much of the skin is involved, they are sometimes very seriously ill. The skin may be allowed to tan slightly, *but not to burn*. In case of serious sunburn, consult a physician immediately.

Summer sun baths. If the weather is warm on the first of June, the older baby, who has not had sun baths, or the baby born in late spring, may be placed in the sun (wearing only a diaper) sometime between 8:00 and 10:00 A.M. for a period of five minutes. Keep to the earlier hour as the days become warmer. Increase the time three minutes daily for a fair-skinned child and five minutes for a dark-skinned child until it amounts to one-half hour in the morning and one-half hour in

the afternoon. If weather is very warm when the summer sun bath is begun, better start with a two-minute exposure and increase only one minute daily.

Time to give sun baths. In a northern climate early spring sun baths should be given between 10:00 A.M. and 1:00 P.M. In late spring the best hours are from ten to twelve o'clock and between 2:00 and 3:00 P.M. Summer sun baths should be given earlier in the day, and in July and August they are given between 8:00 and 10:00 A.M., and after 4:00 P.M. The midsummer sun—between eleven and three o'clock—is too hot for baby; if the temperature is comfortable enough for him to be outdoors during these hours, keep him in the shade.

In the month of October, sun baths may continue on cheeks, legs, and arms. From November 1 to March 1, sun baths are of little value in cold climates. Cod-liver oil provides the needed vitamin D during this period.

KNOWING THE WELL FROM THE SICK BABY

The well baby. It is wise to observe the baby carefully when he is well, so that signs of illness may be quickly detected and given attention. A well baby will have a good appetite and quiet, unbroken sleep. He will be contented when awake and able to amuse himself. The eyes will be bright and the skin clear.

The well baby will have a daily bowel movement. If there is but one movement, it should be generous. Many babies have two medium-sized movements. The well, breast-fed baby may have three or four movements daily. The stools will be soft, yellow, and mealy. The stools of the artificially fed baby—with one or two movements daily—are darker in color and more firm.

The well baby will take his food without vomiting.

He may regurgitate after feeding if he has been tossed about, fed too rapidly, or fed too much. Regurgitation is not accompanied by nausea as in sickness. It is nature's warning to the mother to correct a condition in the baby's routine or handling which may later cause sickness.

A well baby cries very little. As he grows older, he may cry lustily for a few minutes every day as though he enjoyed hearing his own voice. This is very different from the whimpering cry of illness and the sharp intermittent cry from colic pains.

The sick baby. If we have observed our baby when he is well and happy, if we know how he looks and behaves then, we will be more quick to detect the signs of illness. In order to prevent sickness, there are certain danger signals which must be recognized by those who care for him. The baby is sick if any of the following conditions are present: fever, continuous vomiting, many bowel movements, green stools, continuous constipation, fretfulness over a prolonged period, refusal of several feedings.

If any of these symptoms occur, stop all feedings except cool boiled water every hour. If there is a fever, give the baby a cool sponge bath, put on clean clothing, and put him to bed. Take temperature with rectal thermometer. Consult a physician, a public health nurse, or a baby clinic at once. Do not wait to see if he gets better.

CLASS ACTIVITIES AND HOME PROJECTS

1. Observe a baby in his first year and report on his physical, social, and emotional development.
2. Observe and record how many babies known by class members have a monthly medical examination, or at least a complete quarterly examination.

3. Investigate in various neighborhoods the number of children under one year who are protected from diphtheria and smallpox by inoculation and vaccination.
4. Note how many children are taking cod-liver oil.
5. Have a nurse, nutrition expert, or physician talk to the class on: Rickets—Its Causes and Cure.

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CHAPTER 5

THE DAILY SCHEDULE

PROBLEM

It is said that your habits determine your personality, that is, the kind of a person you are and the way you are going to react to situations and other persons in the future. If this is true, how important is the formation of desirable habits in the training of children?

SUGGESTED ASSIGNMENTS

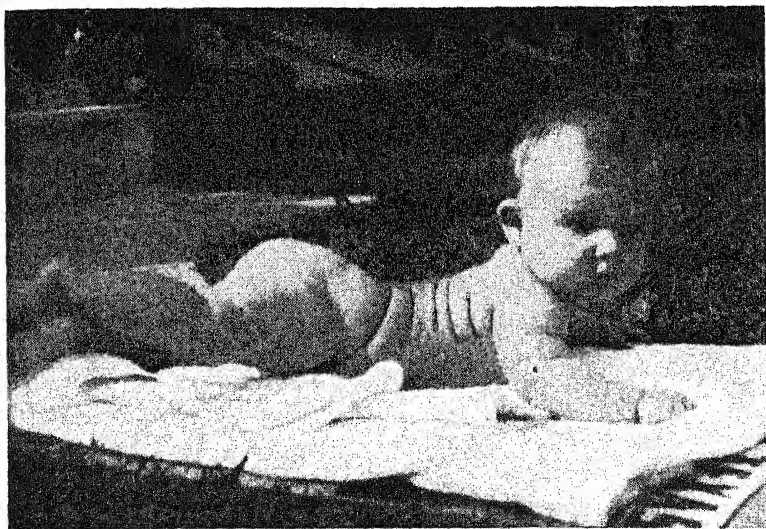
1. What bearing has regularity in the baby's routine upon wholesome personality development?
2. Which is easier for the mother to manage, the baby brought up on a schedule, or the baby brought up without a schedule?
3. How much sleep is needed by (a) an infant, (b) a four-year-old, (c) a ten-year-old, (d) a high school girl, (e) an adult?
4. What training is necessary in order to have regular daily periods of elimination by the ninth or tenth month?
5. Who is responsible for the kind of habits formed by the baby? Why?
6. Of what use is a daily record in training for regular elimination?

Habit formation. A daily schedule, well planned and wisely executed, is the foundation upon which good habits are developed in the first years. From the day of

birth the infant begins to form habits, desirable or undesirable. It is his right to be helped from the start to build desirable habits. Guidance must be systematic and should begin the first day of life. The first essential is *regularity* in sleep, feeding, bathing, elimination, outings, exercise, and play. A regular daily schedule, run by the clock, is the only way to secure regularity day by day. By always doing the same thing approximately at the same time, baby adjusts himself to a routine which later becomes a habit. This regularity of the day's events helps to give to the young child that feeling of security which is so needed for wholesome growth and personality development. The process of "finding oneself" is the process of growing-up emotionally; it is a continuous process from birth. It is founded on such security as is developed through satisfactory adjustment to the world about one. The baby begins to "find himself" through happy adjustment to his daily routine and in his happy relationship to the family.

A clock-run schedule need not make the life of the baby nor the family a mechanical one; it should mean more leisure for the family and a wholesome life for the child. Such a schedule must be planned to meet the infant's needs and to take into account the family responsibilities of the mother. During the first year the business of a baby is to eat, sleep, and grow.

Feeding. Since growth depends largely upon the food assimilated, the schedule will be built around the feeding periods. According to the vigor of the baby he will be put on a three- or four-hour feeding schedule. Physicians recommend the four-hour feeding if possible. The average baby will be on the four-hour schedule at four to six months.



Mary Elizabeth at three months kicks and exercises during her three-minute sun bath.

Schedules may vary for different babies, but once the hours are set, they should be adhered to consistently if the baby is to learn good eating habits and develop satisfactory personality traits. If the feeding hour is delayed fifteen, twenty minutes or more, we have a fretting baby who may become so fatigued from crying that he cannot eat with comfort, nor can his body gain the needed nourishment. Emotion, even in the baby, delays digestion. Do not allow household tasks nor visitors to interfere with feeding hours. Delayed feedings interrupt the entire day's schedule.

Sleeping. The first days of baby's life are, for the most part, spent in sleeping. During the first few months he spends about twenty hours a day in sleep. As he grows older and becomes more interested in life about him, he

reduces his sleeping hours, and by six months he sleeps about fifteen to seventeen hours. Now is the time to help him form regular sleeping habits. His sleeping schedule, as his feeding schedule, should not vary.

The sleeping schedule will depend upon the feeding schedule, as the baby has a tendency to drop off to sleep immediately after feeding. The baby at six months is having four or five feedings. These hours make it possible for a 6:00 or 6:30 P.M. bed hour, with an unbroken sleep from the ten o'clock feeding, if given, until 6:00 or 6:30 A.M. Following his 10:00 A.M. feeding, plan for a nap of one and one-half to two hours. His 2:00 P.M. feeding will allow for a nap which begins about half-past two and lasts until four or four-thirty. Under normal conditions do not allow him to sleep later than half-past four, or he will not be ready for his bed hour. Do not allow feeding to interfere with the sleep schedule. Do not keep the baby awake for any member of the family to play with him. Do not waken the baby for visitors. Respect his personality! Plan for playtime and visitors in the schedule; both family and friends will soon learn to plan their visits to fit into his schedule. Between the afternoon nap and supper is a good time for companionship and play.

Bathing. The baby needs a daily bath to keep clean and comfortable. Bath time must be fitted into the schedule when it is most convenient, but the mother should have a regular time for it! The bath should come before, not after a feeding, since good digestion depends upon quiet and rest after the meal. The bath is usually given before the 10:00 A.M. feeding.

Plan the bath so that the baby can have time to exercise before bathing, when clothes are off and body is free. After the bath comes feeding and sleep.

Plan the bath time so the baby does not have to be wakened from sleep; he may be too sleepy and fretful for a happy time.

Plan the bath time so that it does not delay feeding time; he may become fretful from hunger.

Plan for a sponge bath before bed on hot summer days.

Elimination. Regular elimination is important to health. The lower intestine and the bladder throw off waste materials not needed by the body. Health demands that regular habits of elimination be established. The speed and ease with which a child is helped to establish good elimination habits depend upon the make-up of the child and the methods and attitude of the mother. Worry and anxiety on the part of the adult, resulting in too strenuous attempts at training, may tire the young child and cause undesirable emotional attitudes toward the act of elimination, and toward his mother or nurse.

Bowel control. We speak of "the baby's bowel control," but, as a matter of fact, the control which is gained in the first year is the result of much care and attention on the part of parent or nurse in providing conditions which call for an automatic response. As the infant's sphincter muscle is not fully developed until much later, early control depends upon the adult. The normal bowel movements of the young healthy baby are two or three daily. During the first weeks one must expect them to



The folding bathtub is a great convenience for mother and a joy for Martha.

be irregular. Gradually they will begin to come at regular periods. Observe the baby for a few days to determine these periods, then, at about seven or eight months, if the baby is healthy, the first step in bowel control may be initiated by catching the stool in a chamber.

Just before the time of day that the infant has been evacuating, is the time to place him on the chamber. Place the chamber on the lap and support the entire length of the infant's back, holding him over the chamber for a few minutes. A small chamber with a flaring rim should be used. The rim must be dry and warm. After a few days the baby may begin to respond, and the first step in habit formation for bowel elimination is started. To become really a habit this must be done daily at the same hour or at the same point in his schedule.

The child's response to training is a matter of individual growth, as all children do not behave alike at the same age. No comparison should be made between children in a family or with other children of similar age. It is important for mothers to realize that *patience* and *regularity without anxiety* tend to bring results. Any *tenseness* or *emotion* on the part of the adult may retard the child's success in these first years when developing habits in bowel and bladder control. Thus by the twelfth month a bowel movement once or twice a day at a regular time can usually be established. The child will be over a year old before the mother can expect him to cooperate.

Baby is now able to sit alone without support, and he should have a good type of detachable toilet seat to fit the adult seat, or a chair without a tray for toys or other articles of distraction; he should not have his mind

diverted from the business of elimination. The toilet chair should be used only for its purpose, not as a safe place to keep him while mother or sister works. Toilet chairs are not recommended by some authorities because adults sometimes leave the child there for play. It must not be used for play or for meals. The seat or chair should have a firm adjustable footrest which brings the knees slightly higher than the hips; this aids elimination.

Bladder control. The first step in bladder regulation begins later and takes longer to be established than bowel control. You will soon observe that there are regular times for urination, such as before going to bed, upon waking, before the bath, after the bath, before and after going outdoors, and after the playtime. Make a record of the usual time urination occurs, and hold the baby over the chamber just before each period. This training should not begin earlier than the ninth or tenth month. Some psychologists suggest that training begin as late as fourteen or sixteen months, when the child can better understand his part in the control. As the child has more and more success, he may be placed on the toilet seat. Someone must stay with him and remove him at once after urination. Do not expect too much, nor become worried if not successful. It is important that the child feel no disapproval or concern on the part of the adult. Pay no attention to occasional wetting, but always approve success. Psychologists think that too great stress on bowel and bladder guidance at an early age sometimes results in later undesirable emotional attitudes in the child.

Exercise and play. After the first month the baby should be allowed freedom and time before his morning

THE FIRST SIX MONTHS OF CHILDREN

bath and before going to bed at night to lie on his back to kick and to play. Month by month as he develops he should have simple toys given him when awake. During the second six months he will be put on the floor or in a playpen to amuse himself, and be given opportunity to crawl, to pull himself up, and to stand. Do not try to *teach* him to crawl, to stand, or to walk. The job of the adult is to provide the opportunity for exercise, the right play equipment, and wise companionship at the best time in the day's routine.

The schedule—an individual affair. Remember that a schedule is planned for each individual baby and for the family into which he is born. Adhere to it as a general policy, but if any event causes a change in the day's routine, the change should be made by the adult without any tension or worry that will affect the child. A child can become so routinized that changes cause anxiety. Learn to meet emergencies calmly. The activities in the schedule hold golden opportunities for happy social contacts.

"Habits of eating, sleeping, and elimination are all directly concerned with the physical well-being of the child. If these habits are *properly established at a reasonable time*, we may be assured that the foundation has been prepared upon which to build both mental and physical health. They are the first habits to demand attention."¹

CLASS ACTIVITY

Make a schedule for a baby in your neighborhood after discussing the baby's daily routine with the mother.

¹ Douglas A. Thom, *Everyday Problems of the Everyday Child* (New York: D. Appleton-Century Company, 1928), p. 50.

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DAILY SCHEDULE

Birth Through First Four Months

Suggested for Healthy Child on the Four-hour Feeding Schedule

Morning

6:00 A.M.	FIRST FEEDING Change wet clothing. Give breast or bottle. Pat on back to bring up air.
6:20 A.M. or 6:30 A.M.	SLEEP
8:15 A.M.	COD-LIVER OIL* Follow with orange juice or tomato juice.
8:30 A.M.	SLEEP OR REST
9:15 A.M.	EXERCISE Remove clothing to give freedom for exercise.
9:30 A.M.	BATHE AND DRESS**
10:00 A.M.	SECOND FEEDING
10:30 A.M. to 1:30 P.M.	SLEEP Long nap out-of-doors when age of child and weather permit.

*Cod-liver oil and orange juice are introduced into daily schedule when physician adds them to the feeding schedule.

**Sun bath. Plan for the sun bath between 8:00 A.M. and 1:00 P.M. according to climate.

Afternoon-Evening

2:00 P.M.	THIRD FEEDING
2:30 P.M. to 4:00 P.M.	SLEEP Short nap outdoors. Do not keep him out later than 4:00 P.M. in winter.
4:00 P.M.	COD-LIVER OIL Follow with orange juice or tomato juice
5:00 P.M.	EXERCISE AND PLAY (in the latter part of the period). Undress the baby and allow him to exercise and play as he pleases until prepared for meal and bed.
6:00 P.M.	FOURTH FEEDING
6:30 P.M.	SLEEP
10:00 P.M.	FIFTH FEEDING
2:00 A.M.	SIXTH FEEDING This feeding is omitted by the fourth month and often as early as the sixth or eighth week.

DAILY SCHEDULE

Six to Nine Months

Suggested for Healthy Child on the Four-hour Feeding Schedule

<i>Morning</i>		<i>Afternoon-Evening</i>	
6:00 A.M. or 6:30 A.M.	FIRST FEEDING Put on dry clothing. Give breast or bottle.	2:00 P.M.	THIRD FEEDING The second feeding of cod-liver oil may be given with this feeding.
6:20 A.M. or 6:50 A.M.	SLEEP OR QUIET PLAY IN CRIB	2:30 P.M. to 4:00 P.M.	SLEEP AND OUTDOOR AIRING
8:30 A.M.	COD-LIVER OIL AND ORANGE JUICE This may start peristalsis for the first bowel movement.	4:00 P.M.	ORANGE JUICE OR TOMATO JUICE The second bowel movement may follow this, or occur during his exercise.
9:00 A.M. to 9:30 A.M.	EXERCISE AND SUN BATH Remove clothing preparatory for bath and allow him to exercise and play.	5:00 P.M.	EXERCISE AND PLAY Undress him and allow him to exercise and play quietly. Social time with family. Prepare for last meal and night sleep.
9:30 A.M.	BATHE AND DRESS	6:00 P.M.	FOURTH FEEDING Include third feeding of cod-liver oil if it is ordered by the physician. May have second bowel movement after feeding.
10:00 A.M.	SECOND FEEDING May have bowel movement, if not earlier.	6:30 P.M.	SLEEP Lights out and windows open.
10:30 A.M. to 12:30 P.M.	SLEEP Long nap out-of-doors. Then play with toys.	10:00 P.M.	BOILED WATER (if he awakens at this hour). The physician may recommend a fifth feeding at this hour for a delicate or undernourished child.

DAILY SCHEDULE

Nine to Twelve Months

Suggested for the Healthy Child on the Three-meal-a-day Feeding Schedule

Morning

7:30 A.M. BREAKFAST*
 or
 8:00 A.M. Bowel movement

9:00 A.M. EXERCISE AND SUN BATH
 to
 9:30 A.M.

9:30 A.M. BATHE AND DRESS

10:00 A.M. ORANGE AND ZWIEBACK**

10:15 A.M. SLEEP
 Nap out-of-doors.
 Later play.

12:30 P.M. DINNER

This becomes the main meal of the day.

*During these months there may be established a habit for a regular bowel movement after breakfast and one later in the day.

**Cod-liver oil will now be given at two or three of the regular meals, depending upon the amount recommended by the physician.

Afternoon-Evening

1:00 P.M. to 2:30 P.M. SLEEP AND OUTDOOR AIRING

3:00 P.M. or 3:30 P.M. MID-AFTERNOON MEAL
 Milk and whole-grain crackers or fruit.
 This may be omitted depending on child's need and its effect upon the appetite for supper.

5:00 P.M. EXERCISE AND QUIET TIME WITH FAMILY

5:30 P.M. or 5:45 P.M. SUPPER
 Third feeding of cod-liver oil if recommended.

6:30 P.M. SLEEP

Lights out—windows open.

CHAPTER 6

BATHING AND DRESSING THE BABY

PROBLEM

The daily bath should be a pleasure for both the baby and the mother. How can it be made a pleasure?

SUGGESTED ASSIGNMENTS

1. If you have no thermometer, how can you test the temperature of bath water?
2. In general, which are more beneficial for all of us, hot baths or tepid baths? Why?
3. Why should much care be taken to rinse the soap from the baby's body?
4. Under what conditions will the baby show emotion when being bathed and dressed?
5. What is the function of the pores of the skin?
6. There was a time when the infant was well dusted with powder after the bath. Why do we advise against it now?

STUDENT REPORTS

Assemble the minimum equipment needed for the bath. Explain the use of each article and state the total cost.

What special care is given the eyes, ears, mouth, and nose?

What are adenoids? Why are they harmful?

The baby must be bathed daily, not only for cleanliness, but for comfort as well. Bath time should be a happy time for both baby and mother, or for big sister

who gives the bath. Only good planning will make it a pleasure and not a nuisance, or just something that must be done for the baby. Before the baby is born, the bath articles can be collected gradually. They need not be expensive.

BATH EQUIPMENT

Tub, rubber or enamel. (Can be purchased after baby is a few weeks old.)

Tray with a covered jar for swabs of absorbent cotton, a covered jar for albolene (white mineral oil), a covered container for a mild soap, and a jar of freshly boiled water. One can use wide-neck salad dressing jars.¹

Small washcloths. (Made of several layers of cheesecloth.)

Soft towel for patting baby dry.

Table on which to bathe and dress baby. Pad table with towels.

Soft hairbrush and fine comb.

Wall and bath thermometer.

Receptacle for soiled clothes.

Paper bag for used cotton. (Discard daily.)

Small saucer for daily use of oil.

Safety pins—small, medium, and large.

Scales, if accurate ones can be afforded and if there is space to keep them. Not essential if baby can be weighed weekly at a well-baby clinic or physician's office.

¹ Louise Zabriskie, *Mother and Baby Care in Pictures* (2d ed.; Philadelphia: J. B. Lippincott Company), p. 53.

Points to remember about bath equipment. The table on which baby is bathed should be at the right height for the mother to work on without unnecessary bending.

If a folding table is used it must be firm and steady. The baby does not feel secure on a wabbling support, and may cry.

An unsteady, light-frame bathinet gives the same feeling of insecurity.

The room thermometer should be placed on the wall on the level of the bath table or the bathinet.

If the bath is given in a room without running hot and cold water, there should be a pitcher of cool water and one of hot water for the bath, and a basin in which the adult may wash her hands.



Ready for the tub! A truly social smile at four months.

THE BATH

Points to remember in preparation for the bath. Assemble and arrange in order of use all bath equipment. Have all articles within easy reach.

Assemble and arrange in order of dressing all of the clean garments.

Test the room temperature with a thermometer before undressing baby for exercise or bath.

Test the bath water with a bath thermometer before placing baby in the water.

Room and bath temperature. For the infant up to the age of three months the temperature of the room during the bath needs to be 72 to 75 degrees, and the temperature of the water should be 98 degrees. From the fourth to the sixth month the temperature of the water may be gradually lowered to 95 degrees, and after this it may continue to be lowered until it is 90 degrees by the end of the baby's first year.

The sponge bath. For the first few weeks, while the baby is very sensitive to changes of temperature, do not expose his entire body at once, even for the daily sponge bath. Undress him and cover him with a bath towel, or take off all his clothing but band and diaper while washing his head, face, and arms. Wash only one part of his body at a time, beginning with his face. Wash his face with clear water; pat dry. Wash his head with mild soap; rinse, and pat dry. Next cleanse his eyes, nose, and ears. Then bathe his arms, body, legs, and genitals with mild soapy water, and rinse with clear water. Pat his body dry; do not rub the sensitive skin. Hospitals bathe the young baby with oil to avoid skin irritation.

The tub bath. When baby is a month or six weeks old, if he is a well baby, he may be given a daily tub bath. Start with 4 or 5 inches of water in the tub. Place a folded towel on the bottom of the tub to prevent baby's body from slipping. We do not want him to become frightened and build up unpleasant associations with his bath.

The head, face, and ears are washed and dried first. If the scalp seems dry, rub on a few drops of sweet oil. Then soap the body all over, and, supporting the head and back with the left hand and the buttocks with the right hand, lift the baby from the bath table and lower

him into the tub. Be sure the water is the right temperature before lowering the baby into it. The water will have cooled while the head and face were being washed, if tested at the beginning of the bath. *Never* pour hot water into a tub when the baby is in the tub.

Supporting baby firmly with left hand and arm, thoroughly rinse off the soapy water, and remove him from the tub to the towel on the table. Be careful to keep soapy water out of his eyes. *Pat* his body dry. A sturdy baby at two or three months should have cooler water splashed gently on his chest and back. At this early age baby is in the tub just long enough to rinse the soap thoroughly from his body.

After the bath. The use of powder after the bath is no longer recommended. It tends to stop up the pores, to be too drying to the skin, to cake, or to act as an irritant. Use albolene in the creases and groins to prevent chafing.

HOW TO CARE FOR EYES, EARS, NOSE, AND MOUTH

These organs need to have careful attention.

Eyes. Wash gently around the eyes with a fresh antiseptic cotton taken directly from a covered jar and dipped in water that has been boiled. Any redness or swelling around the eyes calls for medical attention. At the first sign of redness, wash the eyes with a boric solution. Use $\frac{1}{2}$ teaspoon boric acid to 1 cup boiled water; cool and cover from dust.

When washing the eyes, use a fresh piece of cotton for each eye to prevent carrying any infection from one eye to the other. Wash the eye from the nose to the outer corner. Dry with a fresh piece of cotton. Eyes are very

sensitive and should be shielded from the light, dust, and wind.

Ears. Wash the outer ear gently with soft cotton. The drum is so easily injured that no effort is made to clean the inner passage. Never use an instrument to cleanse the ear of wax. A tiny twist of moistened cotton will be adequate. Never put anything into the ear except by the doctor's directions. If there is any discharge, consult a doctor.

Nose. To cleanse the nostrils, use a tiny twist of fresh soft cotton. Use a *clean* twist for *each* nostril. A drop or two of albolene may be placed in each nostril, if dry, or to soften any deposit. If soft coal is much used in the neighborhood, use albolene daily. Keep nostrils clear; baby should breathe through his nose. If he does not, find the cause and have it remedied. Cotton for cleansing may be resented by the baby as it irritates some membranes. If so, use soft linen.

Mouth. The healthy baby's mouth needs no cleansing. The nursing mother's nipples and breasts should be cleansed before nursing. When the baby's first teeth are cut, they should be washed in the morning and before retiring. Use a piece of fresh cheesecloth. Use once; then throw away.

THE BATH SHOULD BE ENJOYED—NOT RESENTED

Fun in the bath. When the baby is a few months old he will begin to kick the water and to splash it with his hand. Soon he begins to have real fun in the water; and by the time he can sit alone, he will be interested in play with floating soap or a celluloid duck. It is wise to complete the bathing before play begins. When it is time to remove the baby from the tub, allow him to

grasp the soap or toy with which he is playing and to carry it with him from the tub. This gives him an opportunity to finish an interest, and prevents crying, which may naturally be expected if his activity is suddenly interrupted. Four or five minutes is long enough for the baby under twelve months to remain in the water.

It is just before the bath, when the baby's clothes are off, that his daily exercise should be taken. In the first few months the baby's random movements give strength to the muscles of arms, legs, and back. As the baby grows older, the adult can enter into his fun by giving him some very simple exercises recommended by posture experts.²

REASONS WHY BABY MAY RESENT THE BATH

- (1) Maybe the water was too hot or too cold.
- (2) Soapy water may have gotten into his eyes.
- (3) He may have slipped in the tub.
- (4) Too much play, or too many people visiting at bath time, may have caused fatigue or excitement.
- (5) Maybe the adult was hurried or tense, and the baby was made unhappy.
- (6) The equipment may not have been firm, and the baby felt insecure.
- (7) He may have been lowered suddenly into the water.

Holding and lifting the baby during bath or dressing. During the bath, when dressing him, or whenever handling the baby, remember that he is learning to know you by the way you treat him. By your handling of the

² E. T. Wilkes, *Baby's Daily Exercises* (New York: D. Appleton-Century Company).

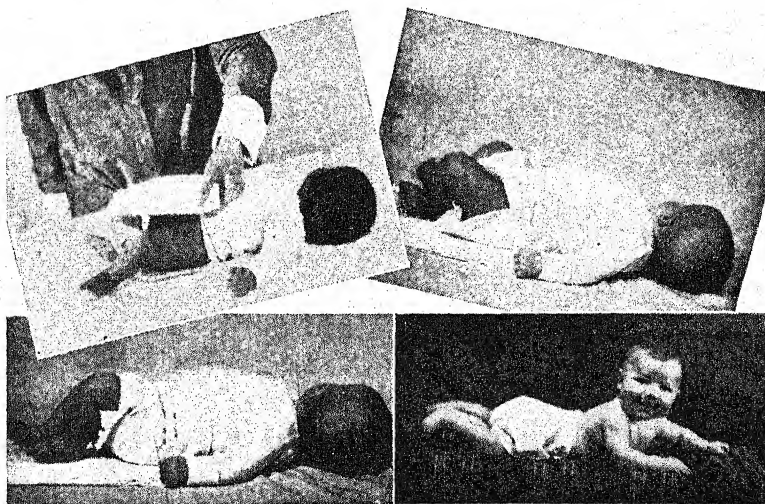
baby, you may make him angry, cause him to be frightened, or harm him physically. The baby should never be lifted by his arms. For the first six months the spine and head should be supported. To lift the baby correctly, slip the left arm under his head and upper part of his back, and the right arm under his lower back. If held upright with his head over your shoulder, his head and upper back must be supported. Try not to alarm baby by awkward handling, nor to annoy him with unnecessary movements during bathing and dressing.

DRESSING THE BABY

Baby should be dressed on a padded table. The garments that are put on him should be selected daily according to the temperature, not the date on the calendar. Babies in the first two months require more clothing because they are not very active.

Putting on the diaper. The newer method of putting on the diaper is the square way. It is more satisfactory than the three-cornered fold, as there is no pressure on the genitals, the legs can be held in a straight position, and there is no bulk of the material between the legs.

Fold the diaper to secure the correct width of 12 inches. Turn up one end to secure correct length. Place baby on his back with his legs to your right. Raise the legs and place one end of the diaper under the buttocks and up to the waist. Bring the lower end between the legs; lap the back edge over the front edge above the hips. Fasten with medium-sized safety pins, used crosswise, catching the shirt at the same time. Pin the sides securely just above the knees, using small safety pins lengthwise. Secure the stockings at the same time, putting one edge of the diaper under, and one edge over the stocking.



The square diaper allows for freedom and correct posture. In adjusting, place it lengthwise under the baby, and draw the lower half up between the thighs (*top left*). Pin the diaper on each side at the waistline through the band, having the back fold overlapping the front. If pins are put in crosswise, they are more secure (*top right*). Adjust the diaper with pins just above the knees, pinning it not too high and not too tight (*bottom left*). The result is a comfortable pants-like garment which does not bind or hamper the movements of the baby. (From *Mother and Baby Care in Pictures*, by Louise Zabriskie, J. B. Lippincott Company, publishers.)

There is a growing tendency among physicians and posture specialists to recommend no stockings until baby creeps, unless the baby has cold feet.

Dressing baby with few movements. If all of the garments open down the entire front, put them together with the outer garment underneath. Lay garments on the table open flat. Lay the baby on the clothes. Put the arms through the sleeves and fasten the garments.

If the garments open down the entire back, the shirt is put on first with the baby lying on his back. The arms are put through the petticoat and dress at the same time. The baby is then turned over on his stomach and the garments fastened. If the garments open *part* way down

the back, pull them on over his feet instead of over his head. The baby dislikes having his head covered and his arms hampered.

CLASS ACTIVITIES

1. Demonstrate the bathing of the baby, using a real baby if possible. This may be done by the school nurse; or a mother in the neighborhood might be invited to bring her baby and bathe him before the class. Follow this by one or two demonstrations given by the students, using a doll. Show how the bath water may be tested with the elbow.

2. Demonstrate diapering the square way.

3. Demonstrate how several garments opening down the front may be put together and applied as one garment.

4. Show how to make a tiny twist of cloth for cleansing the nostrils and ears.

5. Make an observation of babies in the bath. Report to class and record in notebooks the following: how the baby reacted to the bathing process; how long a time was consumed in giving the bath; and what hour in the day was set aside for this purpose. Discuss the value of regularity in meeting the baby's needs for bathing, sleeping, eating, and so on.

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KENYON, JOSEPHINE H. *Healthy Babies Are Happy Babies*. Pp. 38-41; 71-75.

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BULLETIN

Infant Care. Children's Bureau, United States Department of Labor.

CHAPTER 7

FEEDING THE BABY

PROBLEMS

Why do all doctors agree that the most satisfactory way to feed the baby is by nature's method?

Each baby is an *individual problem*. What must we know about the child and about food to meet this problem?

SUGGESTED ASSIGNMENTS

1. Are breast-fed or bottle-fed babies less susceptible to communicable diseases, such as measles, whooping cough, and chicken pox? Explain.

2. If it is wise to waken a baby at feeding time, why not waken him when relatives drop in to see him?

3. Can you see any advantages in having the baby's schedule posted in a convenient place? Explain.

4. Should the baby be allowed to nurse as long and as often as he desires? Explain.

5. Why must each bottle-fed baby have his own special formula?

6. What is certified milk? Pasteurized milk? Grade A milk? Grade B milk?

7. What growth and health-promoting substances are contained in fruits and vegetables? If oranges are expensive, what can be substituted to supply vitamin C?

8. When the baby is eight months old, the sugar in his formula is decreased. What supplementary foods furnish this nutriment?

9. What can you do if the baby cries and seems hungry before the regular feeding hour?

STUDENT REPORTS

If you have to take a day's journey with a bottle-fed baby, how will you carry the bottles for his day's feedings? How will you heat the milk?

Show, using a diagram, how different kinds of food should be placed in the refrigerator in order to get the best results.

Investigate the milk supply in your neighborhood. Report on the various grades sold. How is the community assured a pure milk supply?

The breast-fed baby. Breast feeding provides the only natural food for the young child. It provides opportunity for emotional security through satisfying contacts with the mother. Physicians, psychiatrists, and nutritionists consider it the best method for most babies during the first eight months. Breast milk is better than cow's milk because the protein curds it forms in the baby's stomach are smaller and softer, the fat globules are smaller, it is more easily digested in the stomach, and it is passed on more quickly to the intestines. If the mother is well, and her diet is adequate, her milk contains the fundamental substances for growth, and is especially fitted to the particular needs of her own child. Therefore, with the timely addition of supplementary foods, the mother's milk is the safest food for the infant because it is absolutely fresh and sanitary.

The attention which the expectant mother gives her health for the sake of the baby is called prenatal care. Proper care and food during pregnancy and during the

nursing period should enable the mother to nurse her baby and to maintain her own health. The normal balance of the woman—as regards her health, her nerves, her figure—is regained more quickly if she nurses her baby.

THE NURSING MOTHER

Diet. The diet of the nursing mother should contain milk, eggs, whole cereals, meat, fruits, and vegetables. Milk is one of the best sources of calcium. Nevertheless, some women do not like to drink milk. In this case it is recommended¹ that malted milk, buttermilk, Kumiss, or Zoolak be substituted. Cheese may be used for a portion of the daily milk requirement. Some of the milk can be eaten in the form of custards, cereals, and cocoa. A safe rule for the mother's daily dietary is to include one quart of milk; two vegetables other than potatoes; two fruits, one of them fresh; whole-grain cereals and breads; one or two eggs, at least one yolk; meat, fish, or fowl once a day. She should eat liver and beefsteak once a week, if possible, because they contain iron; seafood should be eaten once a week, especially salmon, sardines, and mackerel as they are rich in iodine, and in vitamins A and D. Fruit and leafy vegetables are recommended to be taken in liberal amounts.

Butter and bacon should be eaten in moderate amounts. Butter is valuable for vitamin A and should be used on bread, rice, and potatoes, rather than in rich gravies, sauces, and pastry. The expectant and the nursing mother should avoid fried foods, pastry, rich cakes, and a large amount of white bread. Authorities recommend one teaspoon of cod-liver oil daily. The nursing

¹ Josephine H. Kenyon, *Healthy Babies Are Happy Babies* (Boston: Little, Brown and Company, 1935).

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mother must eat foods containing materials for tissue building. Therefore her diet will be high in eggs, milk, fruits, and vegetables, which will provide the needed vitamins, minerals, and protein. This diet will be low in meats and starchy foods.

Authorities state that there is no doubt that the bones and the teeth of the baby are affected by the mother's diet, and that the mother may lose one or more teeth if her diet is deficient in calcium, phosphorus, vitamin A, and vitamin D. But the old saying that a mother loses a tooth with the birth of each child need not be true. Severe anemia may result for the baby whose mother's diet before birth lacked sufficient elements to make good blood. The pregnant mother must supply the baby with enough iron to last him practically through his first six or eight months. This is very important, since experiments have shown that the iron content of the nursing mother's milk cannot be increased by iron content in her diet. But for her own health, her diet should be rich in iron.

Every prospective mother should know that in the utilization of food materials the growth of the expected baby seems to be nature's first care; and that her own body receives its nutritional needs only after the baby's needs are met. She should also know that it is *not the increase* of food, but, *the quality* of food which is important to her and to the baby.

Elimination. A daily elimination of the bowels is essential. It is found that a large percentage of pregnant women suffer from constipation, chiefly because of extra waste products, pressure of the uterus on the intestines, and a decrease in activity. Constipation on the part of the nursing mother will mean a sick baby. The fresh fruits, leafy vegetables, and whole-grain cereals recom-

mended in the diet aid elimination and also furnish needed mineral salts and vitamins. *Diet* rather than medicine should be the treatment for constipation.

Sleep, rest, and sunshine. A nursing mother should have eight hours of sleep at night and an hour during the day. Some time each day should be spent out-of-doors in the sunshine. A certain amount of normal exercise should be taken daily. Overwork and consequent fatigue will affect the milk supply. A quiet, harmonious life will aid the secretion of milk; but fear, worry, anxiety, anger, and excitement retard its flow. Recreation and time away from the baby are beneficial. Constant attention to the baby on the part of the mother causes her overanxiety and tired nerves. Babies' nerves and emotional stability are also affected by the note of strain which is shown in the voices and in the tension of tired and irritated persons about them. A tepid bath is restful to tired muscles and to tired nerves, whether of the baby or of the mother.

Amount of milk needed. The amount needed by the infant depends upon his age and body weight. The average healthy baby requires daily from 2 to 3 ounces of mother's milk for every pound of body weight. If his feeding program is adequate, the baby will sleep well and will be alert and happy when awake. He should make an average weekly gain in the first five months of from 5 to 8 ounces; the remainder of the year the gain should be from 2 to 4 ounces.

BUILDING A FEEDING FORMULA

The bottle-fed baby. The feeding time in the daily schedule is one of the best opportunities for the baby to gain a feeling of "belonging" through close contact with the mother. The bottle-fed baby is deprived of contact



Feeding time is doubly enjoyable when one is held comfortably and naturally. (Courtesy N. Y. State College of Home Economics, Cornell University.)

with the mother's breast, but need not experience insecurity if he is held comfortably and lovingly in his mother's arms when feeding. In order to give him this needed satisfaction he must not be hurried through the feeding period.

Composition. The formula is composed of *milk*, a *diluting fluid*, and a *sugar*. Each formula must be

planned to meet the body needs of the individual child. A good milk supply, a mixture that will give adequate nourishment, and a preparation that is sanitary and digestible are the important factors to consider.

The milk. The most satisfactory foundation for the formula of the artificially fed infant is cow's milk. In some cases goat's milk, canned evaporated milk, powdered milk, and lactic acid milk are used. Evaporated and powdered milk are recommended when fresh, sanitary cow's or goat's milk is not available. Secure clean, fresh milk of the lowest bacterial count. Certified cow's milk or Grade A milk, procurable in most cities, is the best. The formula used should be recommended by a physician, or by a baby welfare clinic. Orange juice or

tomato juice must be given for vitamin C and cod-liver oil for vitamins D and A.

The diluting fluid. The first diluting fluid used is boiled water. This fluid is added to the milk to make it easier to digest. Later, barley or oatmeal water may be substituted for part of the boiled water. The oatmeal water is used if the baby is constipated. Vegetable water also may form part of the diluting fluid.

The sugar. The sugars usually used are malt sugar and milk sugar, because they are less sweet and more easily digested than ordinary cane sugar. Dextri-maltose, or malt sugar, is the sugar most commonly chosen. Sugar is added to the formula for its food value, not to sweeten it. Some physicians and nutritionists are advising corn syrup for healthy infants. It is cheaper and just as efficacious.

The following table is helpful in measuring:

- 2 level tablespoons of cane sugar equal one ounce.
- 3 level tablespoons of milk sugar equal one ounce.
- 4 level tablespoons of dextri-maltose equal one ounce.
- 2 level tablespoons of corn syrup equal one ounce.

Amounts of ingredients. *Milk.* Use $1\frac{1}{2}$ to 2 ounces of cow's milk for every pound of body weight until the child is taking 1 quart of undiluted milk at the age of ten to twelve months. No more than 32 ounces (1 quart) of milk should be given in one day. This amount of milk and the supplementary foods will give an adequate daily diet. Milk supplies the materials needed for the baby's growth—protein, minerals, and vitamins.

Sugar. The amount of sugar depends upon the condition of the baby, his weight, his age, and the amount

of milk given. The usual amount of sugar is *one-tenth of an ounce* to each pound of body weight. Never use more than 2 ounces. After eight months, decrease the sugar gradually so that at ten to twelve months the baby is taking 1 quart of *unmodified* milk. Sugar is a carbohydrate and furnishes needed calories of heat and energy.

Diluting fluid. The difference between the *total daily mixture* and the *daily milk* requirement determines the amount of water or other fluid, such as barley or vegetable water, to add to the daily formula.

Total daily mixture. The baby takes $2\frac{1}{2}$ to 3 ounces of formula per feeding *in the first month*. To determine the total amount of formula needed daily *after the first month*, allow 2 to $2\frac{1}{2}$ ounces more per feeding than he is months old.

He should have not more than 8 ounces of formula at any one feeding.

These suggestions are for the average baby whose weight at birth is about 7 to 8 pounds; for the child who at birth weighs 5 pounds (below normal) or 10 pounds (above normal) the physician will make special recommendations.

Foods to avoid in infant feeding. Avoid the use of patent infant foods and sweetened condensed milk. All of these lack some of the growth elements, and in using them you are causing the baby's body to store water and fat instead of to build strong bones and tissues. Do not use limewater or sodium bicarbonate in the formula. These were formerly recommended to aid in digestion.

If it is impossible to secure fresh, sanitary milk or if you have no means of refrigeration, use whole dried milk, making it up fresh every day. Fruit and vegetable juices *must* be used when feeding dried milk.

CARE AND PREPARATION OF FOOD

The selection and care of milk. The utmost care must be taken when selecting the cow's milk for the baby's formula. It must be obtained from a reliable source, better from a herd than from one cow. Holstein cow's milk is preferred on account of the low fat content. If this is not obtainable, a mixture of Holstein and Guernsey may be tried. Jersey or Guernsey milk alone is too rich in fat, and if used must have some of the cream removed. Do not use milk that is more than twenty-four hours old. When the milk is delivered, rinse off the bottle and dry it. Place it in the refrigerator in the section under the ice. Keep it cold and covered until used.

Sterilizing equipment. Special utensils, other than those used for family purposes, should be provided for sterilizing the bottles and nipples, and for preparing the formula for the baby. The equipment necessary for sterilization consists of a sterilizer with a false bottom and a cover, a small saucepan for nipples, and absorbent cotton for corks.

Care of bottles and nipples. As soon as each feeding is finished, rinse the nipple and bottle in cold water. Fill the bottle with cold water, and put the nipple in a jar of cold water until you are ready to wash it. Then wash, rinse, and boil the bottles twenty minutes. Wash, rinse, and boil the nipples five minutes. Put stoppers of antiseptic cotton into the sterilized bottles unless the bottles are to be filled immediately with the formula. Considerable time is saved if the bottles are sterilized while the formula is being prepared. Keep the sterilized nipples in a sterilized jar. A covered pint jar may be used for this purpose. Be sure your hands have been thoroughly washed before handling sterilized bottles and nipples.

Never put your fingers into the opening of the bottle nor on the portion of the nipple that goes into the mouth.

EQUIPMENT NEEDED FOR MIXING THE FORMULA

One dozen bottles	One dozen nipples, black
Absorbent cotton in covered jar	Standard measuring glass
A bottle brush	Funnel for filling bottles
Rack to hold bottles upright	Long-handled spoon to stir mix- tures
Two covered pint fruit jars, one for sterilized nipples and one for the used nipples	A tablespoon and a knife for level- ing the sugar
A utensil for boiling the mixture (if enamel is used, it must have no chipped surface).	

To prepare the formula. Measure the ingredients carefully, mix thoroughly, bring the mixture quickly to the boiling point, and boil three minutes, stirring constantly with a long-handled spoon. Milk boiled three minutes is not constipating and is easier to digest. Remove mixture from the fire and stir rapidly to prevent a skin from forming on top.

Pour immediately into sterilized feeding bottles, one for each feeding. Seal with sterile cotton if small-necked bottles are used. Hygeia or large-necked bottles require sterilized rubber or celluloid caps. Place in coldest part of the refrigerator.

Testing milk and nipples. Warm bottles before feeding by placing the bottle in a container of hot water. Test the temperature of the milk by allowing a drop to fall on the wrist. It should feel neither hot nor cold, but lukewarm. Do not test by putting the nipple into the mouth, for by doing so you will carry germs to the child. No adult mouth is ever free from germs of one or several sorts.

If the holes in the nipples are the right size, they will allow the milk to drop rapidly without the bottle being

shaken. The drops must be well formed, but should not flow in a stream. To open the holes, use a large darning needle or a fine crochet needle which has been sterilized. If the holes are too small, the drops will be small and infrequent, and the baby will work too hard to feed. If the holes are too large, he will feed too rapidly and colic may result. Any milk left in a bottle after feeding must be thrown out.

Preparation of diluting fluids. *Cereal water.* According to the strength desired, add 1 to 2 level tablespoons of the cereal (barley or oatmeal) to 1 pint of boiling water. Boil three minutes over direct heat, put in a double boiler, and cook two hours. Strain through a fine mesh sieve and add enough boiled water to make a pint. Keep on ice.

Vegetable water. Cook $\frac{1}{2}$ cup of each of the following vegetables: chopped carrots, celery, turnips, and fresh or canned spinach. Cook in enough water to cover vegetables. As the water evaporates, add more. Strain the juice through a sieve, pressing gently, but allowing no pulp to come through. This should make one cup of juice. Spinach or tomato juice can be used alone if no other vegetables are obtainable. The cereal and vegetable waters can be used the second day, if kept on the ice and reheated before adding to the formula.

THE FEEDING SCHEDULE

Number and time of feedings. It is necessary that both the breast-fed and bottle-fed infants have a regular number of feedings and definite feeding hours. The intervals between feedings should be neither too short nor too long. They should be planned to meet individual needs. The regular periods of rest for the stomach,

secured by observing definite feeding hours, aid appetite and digestion.

Mother's milk leaves the stomach in one and a half to two hours; cow's milk, in two to two and a half hours; cow's milk with malt, in three hours. It is easy to understand how a definite schedule can best secure rest for the digestive tract.

When the normal baby is a few days old, he is put on the three- or four-hour schedule giving him six or seven feedings daily. A healthy baby may be started with the four-hour schedule. The average baby should be on the four-hour schedule by six months.

DAY'S FEEDINGS

	A.M.	P.M.	A.M.
Three-hour schedule	6, 9, 12	3, 6, 10	2
Four-hour schedule	6, 10	2, 6, 10	2

After the baby's third month the 2:00 A.M. feeding is omitted. The 2:00 A.M. feeding is not advised by some physicians if the baby is strong and healthy. They consider the unbroken sleep more beneficial. The nutritional needs of the body demand adequate food *and adequate sleep and rest*. Regularity in time must be observed. Wake the baby at feeding time. Do not feed between schedule hours.

Preventing colic. After each feeding—whether by breast or bottle—hold the baby over your shoulder and gently pat his back from waist to neck. This brings up any air taken into the stomach with the food. Support his head and back.

When feeding from a bottle, hold the bottle at an angle which will fill the entire neck of the bottle with

milk. This prevents the baby from sucking in air with the milk.

If he has colic he will give sharp cries and draw up his feet. To relieve him, hold him over your shoulder and pat his back to bring up the gas. Prepare a warm-water bottle by putting a small amount of water in the bag and expelling the air. To expel the air, rest the bag on a flat surface and force the water into



At ten months this bottle-fed baby has made a happy adjustment from bottle to cup.

the neck of the bag to overflowing. With the water filling the neck, screw on the stopper *securely*. Put the bottle on the bed and lay the baby stomach-down on it, after placing a towel over the bottle. Only a *comfortable* warmth is desired. The clothing and the towel should protect his skin from direct contact with the bag.

SUPPLEMENTARY FOODS FOR THE BABY

Supplementary foods help the baby to become adjusted to a mixed diet; they also provide food elements which the body needs in addition to those obtained from milk. Each baby is an individual study. When one is planning the diet of both the breast-fed and the bottle-fed baby, the following data is helpful:

Water. Water is as essential as food and should be boiled before using. It regulates body temperature, aids

in elimination, stimulates digestion and absorption, and is used in body structure. Water should be fed from a spoon. Breast-fed babies should have water two or three times daily in winter, and four or five times in summer. Although the baby may refuse water, offer it to him regularly.

Cod-liver oil. In order to furnish vitamin D, begin the child at two to four weeks of age with 3 to 5 drops of cod-liver oil, gradually increasing the amount as the physician advises. Some physicians advise 1 teaspoon, others 1 to 1½ teaspoons, twice daily by the fifth or sixth month. This is to be continued at least through the third year as a preventive and cure for rickets.² It may be given first from a medicine dropper, later from a spoon.

Orange or tomato juice. This is added for vitamin C, and given as soon as the baby has become adjusted to cod-liver oil. It is usually started at four weeks. Authorities³ recommend ¼ to 1 teaspoon the first few days, increasing the amount until at least 2 tablespoons twice a day are given at six months, and 6 to 8 tablespoons at twelve months. It may be given at first from a spoon, later from a cup. The artificially fed baby may have it from a bottle.

Cereals. Not only do cereals provide energy, but if they are whole-grain they aid in elimination and supply iron and vitamin B. They help teach the baby to chew. Cereal feeding is usually started in the third to fourth month.⁴ At first the cereal is put through a sieve and

² Josephine H. Kenyon, *Healthy Babies Are Happy Babies* (Boston: Little, Brown and Company, 1935).

³ M. S. Chaney and M. Ahlborn, *Nutrition* (Boston: Houghton Mifflin Company, 1934).

⁴ Josephine H. Kenyon, *Healthy Babies Are Happy Babies* (Boston: Little, Brown and Company, 1935), pp. 141, 147. Also, M. S. Chaney and M. Ahlborn, *Nutrition* (Boston: Houghton Mifflin Company, 1934), p. 323.

diluted with a little boiled milk; by the sixth or eighth month it is given unsieved and of ordinary stiffness. When the infant is accustomed to the taste and texture, give him $\frac{1}{2}$ tablespoon daily, increasing to 3 tablespoons twice a day by the tenth or twelfth month. Recommended cereals are oatmeal, Cream of Wheat, Farina, Wheatena, and Ralston. Whole-grain cereals are preferred.

Vegetable water. At three months, with the breast-fed child, vegetable water replaces some of the boiled drinking water. It should not be given near the regular feeding time as it may take away his appetite. Start with 2 teaspoons and increase to 3 ounces, using carrots, string beans, peas, and spinach.⁵ Vegetable water forms part of the diluting fluid for the bottle-fed infant.

Vegetables. These may be given as early as four or five months; some authorities believe six to eight months a better age. They consider vegetable fibers too difficult for the digestive system of the younger baby. The trend, however, is toward the earlier introduction of vegetables and cereals. Vegetables are given for vitamin and mineral content and to aid in elimination. The first to be used are spinach, carrots, string beans, and peas. By the end of the first year young beets, asparagus tips, and summer squash may be added. Onions and cabbage may be used if they do not produce gas.

Egg yolk. A valuable food because it contains iron, vitamin A, and vitamin D, egg yolk is now being given to the very young child. Dr. Josephine Kenyon recommends⁵ $\frac{1}{2}$ egg yolk three to five times a week for the bottle-fed baby of three months. It is added raw to the

⁵ Josephine H. Kenyon, *Healthy Babies Are Happy Babies* (Boston: Little, Brown and Company, 1935), p. 140.

formula. Usually egg yolk is given at the fourth to fifth month, after the cereals and vegetables have been accepted by the baby.⁶ Authorities recommend starting with $\frac{1}{2}$ teaspoon daily for a few days. This may be added to the vegetables or cereals to which the baby is already accustomed, gradually increasing the amount until he is taking the whole yolk at the end of two or three weeks. Then small portions of the white are added gradually until the child is taking a whole egg by twelve or fourteen months. The yolk may be added raw to milk, cereal, or vegetable; it may be soft- or hard-cooked, and grated and fed separately. Some authorities do not advocate the use of the white of egg under two years of age.

Fruits. Fruits provide vitamins and minerals and aid in elimination. In addition to orange and tomato juice between the eighth and tenth months, cooked fruits are introduced, usually at the evening meal. Use apple sauce, prune pulp, and the soft part of a baked apple.

Meat. Authorities differ regarding the introduction of meat into the diet of the young child. Some nutrition specialists and physicians believe that milk provides adequate protein and that meat is a tax on the digestive system in the baby's first two or three years. Others approve meat because of its iron and protein content. Many pediatricians advocate scraped beef, or finely chopped beef, lamb, chicken, and liver at ten to twelve months.⁶ Meat may be started by way of a vegetable soup stock at five months, according to the advocates of this school of thought.

⁶ M. S. Chaney and M. Ahlborn, *Nutrition* (Boston: Houghton Mifflin Company, 1934), p. 325.

Potato; toast; zwieback. Baked white potato may be added to the diet at ten months. Give 2 tablespoons three or four times a week for a month; then give it daily. Potato must not take the place of other vegetables.

The baby begins to cut teeth at six months and should then have something to chew just before a feeding. Give bread dried in the oven or unsweetened zwieback.

PREPARATION OF THE SUPPLEMENTARY FOODS

Preparing the baby's cereal. The cereals for the baby are cooked longer than the family cereals, since his digestive apparatus is not yet developed. Cook all cereals over direct heat for three minutes to break up the starch grains, then in the double boiler about three hours. Add a pinch of salt to bring out the flavor.

Making baked custard. Take one egg yolk, $\frac{1}{2}$ cup of milk, a few grains of salt, and $\frac{1}{2}$ teaspoon of sugar. Mix, pour in an earthen cup, set in a pan of water, and bake in a moderate oven until firm.

Preparing the vegetables. The vegetables recommended in the first year may be taken from the family cooking pot if the vegetables have been cooked without salt. To serve the baby, salt the vegetables slightly, but add no other seasoning. The vegetables should be put through a ricer or a colander from the first rather than a fine wire sieve. Some nutritionists and physicians⁷ think the baby will learn to chew better than if started on a fine vegetable pulp, and that he will gradually become accustomed to the texture.

All vegetables should be steamed in a tightly covered utensil. They are short cooked in as little water as pos-

⁷ Josephine H. Kenyon, *Healthy Babies Are Happy Babies* (Boston: Little, Brown and Company, 1935), p. 146.

sible. The water should be absorbed, as this saves the mineral salts.⁸

Care of supplementary foods. Orange, tomato, and prune juice must be fresh and must be kept clean and cold. Remove the chill from these juices before feeding them to the baby. The cod-liver oil should be fresh and vitamin tested. It should be kept in the refrigerator. The vegetable juices and cereal water should be kept in the refrigerator and reheated before adding to the formula.

WEANING THE BABY

Time. The introduction of supplementary foods is the first step in the process of weaning the baby from the breast. It is desirable for the baby to be breast fed for at least six months—eight or nine months are preferable. The physician will decide upon the best time for weaning. His decision will be made on several factors—the mother's ability to supply a nourishing diet, as well as the baby's general health and emotional adjustment to his environment. It is believed by some nutrition specialists⁹ that with proper regard for sanitation, refrigeration, and the use of boiled milk, weaning may be done in any month; while other authorities¹⁰ do not advise weaning during the hot summer months.

Manner. All authorities agree that weaning should be a *gradual process*, since it is a transition from breast milk to three or four meals a day. The first week, substitute one feeding of cow's milk for a breast feeding; the next week, substitute two feedings of cow's milk for breast feedings; continue this substitution *gradually* until the

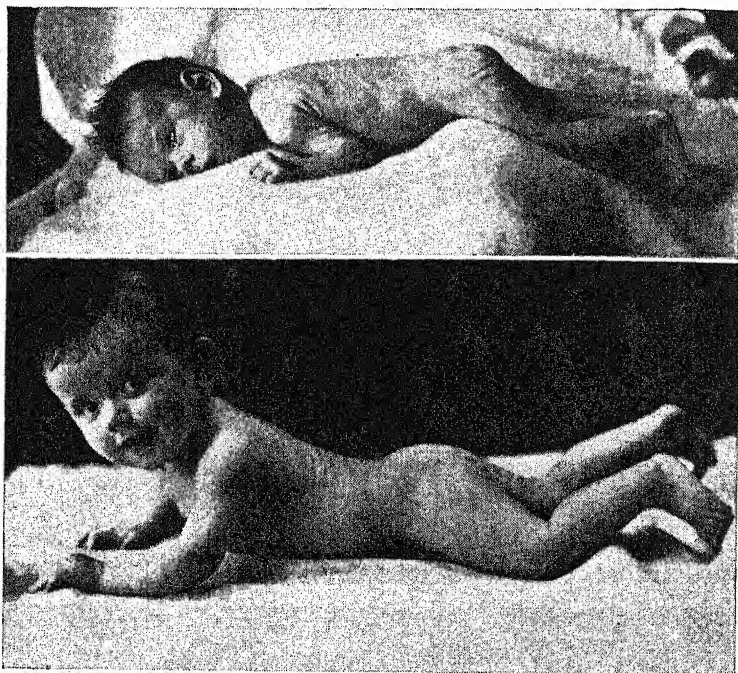
⁸ *Time Table for Cooking Vegetables* (New York: Good Housekeeping Institute).

⁹ M. S. Chaney and M. Ahlborn, *Nutrition* (Boston: Houghton Mifflin Company, 1934), p. 311.

¹⁰ Helen Monsch, *Feeding Babies and Mothers of Babies* (Ithaca: The New York State College of Home Economics, Cornell University), Bulletin 10, p. 16.

end of four weeks when the baby should have five feedings of cow's milk a day and, in addition, the supplementary foods given at this age. Water, orange juice, cereals, and vegetables have been given from a cup and a spoon; therefore it is wise to offer the cow's milk in a cup rather than from the bottle. Otherwise the child would again have to be weaned from the bottle by the end of the twelfth month. This also applies to the weaning of the bottle-fed baby from the bottle. All babies should be drinking from a cup by the end of the first year. The baby will at first take less milk from the cup than he has taken from the breast and will not make his proper gain in weight. The mother must not, however, go back to breast feedings nor force the baby to take more milk from the cup. The milk may be put into cereals and other foods, but in any case no issue should be made of drinking from the cup.

Emotional effect. Psychologists tell us that not only is the baby's digestive system concerned with the transfer from the breast feedings to the feedings of cow's milk, but his happiness and sense of security are involved. Regular feedings have satisfied more than his hunger. They have satisfied also his need for love and security through regular contacts with his mother. If the child is weaned from breast feeding before he has learned to know and to love his mother through her play with him, her smile and her voice when she dresses him, bathes him, and puts him to bed, then weaning is a great emotional strain and he experiences weaning as a loss of security. However, if the suggestions of nutritionists, pediatricists, and psychologists have been followed—namely, to introduce the baby to a spoon and a cup in the early months through his supplementary feedings,



Bobby came to the New York State College of Home Economics at two months of age, weighing only six pounds (*top*). He left the care of the College at the age of ten months, a healthy, happy baby, weighing nineteen pounds (*bottom*). He had made this gain on plain cow's milk, diluted with water, dextri-maltose added. From the beginning he had orange juice and cod-liver oil. Cereal, vegetables, and other supplementary foods were added at the proper times. (Courtesy of Dept. of Foods and Nutrition, N. Y. State College of Home Economics, Cornell University.)

to make the weaning process gradual, to delay the weaning process until after the seventh month when the child should feel secure in his mother's love—then his physical and emotional well-being have been well considered. These conditions should find him weaned from breast feeding and adjusted to the new feeding schedule at the end of one transition month.

FOOD HABITS

Good food habits are fundamental to wholesome physical, mental, and emotional development. If good food habits are to be established, an approved method of feeding should be started at birth and continued with regularity and consistency. The way the baby is fed in his first year lays the foundation for his attitude toward food in later years. A pediatrician should direct the mother at least throughout this first year. Hospitals, well-baby clinics, and Public Health Nurse clinics are becoming available for mothers who cannot afford a specialist.

Feed by the clock, whether breast or bottle fed. If the baby is asleep at feeding time, pick him up gently. This will waken him. If he does not waken, wash his face with cold water. Take him into a quiet room where his attention is in no way distracted from the business of eating. Keep him awake during the feeding period. If he is regularly fed, the young baby will wake at the hour in his schedule for feeding, and then sleep quietly most of the time between feedings.

Introducing new foods. When supplementary foods are given, the baby must be helped to take them. Orange juice, tomato juice, and cod-liver oil are new tastes, and must be started in small amounts and gradually increased as the baby learns to accept them.

Solid foods. Eating cereals and vegetable pulp are new experiences for the young child. He must have help to meet new experiences with a wholesome and cooperative attitude. The average baby up to this age has had only liquids and has experienced great satisfaction in sucking his food. Now the small amount of solid food put in his mouth from the tip of a spoon has

a new *feel* to him. It is this *new texture*, which he does not know how to handle, that causes him to roll it about with his tongue and then to spit it out; it is not that he refuses *the taste*. The easily discouraged mother too often says, "He does not like cereals." The attitude of the mother should be matter-of-fact and cheerful. If she is patient and consistent in offering another bit on the spoon, without looking anxious or surprised at his reactions; if she never scolds because of his rejections or experiments with new foods, but praises him for trying—then there will be few food difficulties and refusals. Even young babies are influenced by facial expressions of adults, by attitudes, and by the tones of the voice. Mealtime should be a happy time, but not a playtime. Do not coax him to eat; do not entertain him.

Give the baby nothing to eat between meals except cool boiled water. The stomach needs regular hours of rest. Never give him tastes of food prepared for the other members of the family. The ability to digest different foods develops gradually. Giving him food not in his dietary not only puts too great a strain on his digestive system, but fosters the undesirable habit of teasing and crying for adult foods which he sees.

No pacifiers. If the baby cries before his feeding hour has arrived, do not try to keep him quiet by offering a rubber nipple, or a ball made by twisting sugar or bread in a cloth, to suck. This is a bad habit which he does not teach himself; the adult teaches it to him. A pacifier causes constant flow of saliva and keeps the baby drooling. Furthermore, it may carry disease germs into his mouth.

The daily dietary of the one-year-old. Whether the baby has been breast fed or bottle fed, when he blows

out his first birthday candle, his daily diet will contain approximately:¹¹

Cod-liver oil	2-3 teaspoons
Milk	1 quart
Fruit juice	3-4 tablespoons
Fruit sauce (apple, prune, apricot)	2-3 tablespoons
Vegetables (peas, spinach, carrots, string beans)	1-3 tablespoons
Potato (baked or mashed)	1-2 tablespoons
Toast or zwieback	1-2 small slices
Cereal	4-6 tablespoons
Egg (Alternate with liver, bacon, minced chicken, or scraped beef—if recommended by physician.)	1 yolk or 1 whole egg

CLASS ACTIVITIES

1. Show the preparation of a formula for the bottle-fed baby. Stress the sterilization of utensils, the minimum equipment needed, and the minimum time required for the process.
2. Set up the equipment for sterilizing the bottles and nipples. Explain the process.
3. Prepare a bottle for feeding after taking it from the refrigerator by
 - (a) Heating the bottle
 - (b) Adjusting the nipple and testing the nipple
 - (c) Testing the temperature of the milk
4. A committee may prepare a chart showing the minerals and vitamins needed by the child in the first year. Indicate sources and functions.

¹¹ Josephine H. Kenyon, *Healthy Babies Are Happy Babies* (Boston: Little, Brown and Company, 1935), pp. 190-191. Also, Helen Monsch, *Feeding Babies and Mothers of Babies* (Ithaca: The New York State College of Home Economics, Cornell University), Bulletin 10.

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CHAPTER 8

SLEEP AND REST

PROBLEM

Next in importance to the right kind of food is the right amount and right kind of sleep. How does a lack of sleep and a lack of quiet and harmony in the home affect the baby's mental and emotional development?

SUGGESTED ASSIGNMENTS

1. What is meant by the physical development of the child? The mental development? The emotional development?
2. When should training in correct habits of sleep begin? Explain.
3. Should the family disturb the usual routine of their daily lives and go tiptoeing about the house while the baby is sleeping? What household noises are permissible? What unnecessary disturbances can be avoided?
4. Why is it advisable for the baby to spend most of the day out-of-doors in a sheltered place after he is six weeks old?
5. Is any light needed in the baby's room during the night? Give reasons for your answer.
6. We sometimes see young children at the movies. What effect will this have on sleep habits?

STUDENT REPORTS

The importance of sleep in the growth and development of infants; in the prevention and cure of underweight in high school boys and girls.

Why the young baby should travel as little as possible, should never be taken to the movies, nor into hot, crowded stores.

The importance of sleep. The human body is made up of countless cells. In adults these cells are being constantly used up by muscular exertion and work carried on in the body. Our bodies get rid of the dead material and build new. In the growing infant or child, in addition to the repair and the removal of old cells, new cells are developing as his body grows. Sleep and rest are needed for this body building, which we call growth. Because babies and children have to grow strong and healthy bodies, they need much sleep.

REGULATING TIME AND KIND OF SLEEP

Amount of sleep. The amount of sleep needed is individual, even with the baby, but there is general agreement as to the amount needed for the normal, healthy baby. The baby in the first month will sleep most of the time if he is adequately nourished. The two- and three-month-old baby sleeps nineteen or twenty hours a day. The baby of six months sleeps twelve hours at night, from 6:00 or 6:30 P.M. until 6:00 or 6:30 A.M., with the ten o'clock feeding the only interruption at night. He should have, in addition, a morning and an afternoon nap, each of about two hours, making the total sleep about sixteen hours. The baby from nine to twelve months should sleep from 6:00 or 6:30 P.M. to 6:00 or 6:30 A.M., with a long nap in the morning and a short one in the afternoon. As previously stated, after six months the afternoon nap should not extend later than three or three-thirty. The baby should be out in the

fresh air when weather permits until time to prepare him for supper and bed. After the third month the baby should spend two hours twice a day in the fresh air.

Conditions favorable for sleep. If the baby is to sleep, favorable conditions must be provided. Most important is the separate bed. In a favorable home environment the normal, healthy infant is well adjusted to his surroundings at three months, and a separate room at this time is advisable if it is possible. This leaves him free from disturbance by others and where ventilation and light can be regulated to his needs.

The bed equipment should consist of enough cotton pads, rubberized cloth or rubber sheeting, cotton sheets, and blankets so that no damp bedding need be left in the bed after baby's clothing has been changed because of wetting. Everything in the bed that has been wet should be changed. The bed should always be clean, dry, and comfortable, *with covers selected to suit the temperature.*

The temperature of the sleeping room should not be over 60 degrees, and the ventilation rightly adjusted. The windows should be open all night, at least partly.



For trips in the car, baby has a lined basket with protecting hood as a shield from sun and draft.

There should be no disturbing noises, but baby should be able to sleep through ordinary home activities. Loud talking, banging of doors, loud radio playing, noisy handling of dishes and kitchen equipment—especially in an apartment or bungalow—are disturbing not only to the infant but to others.

A clean body and different clothing from that worn in the daytime are essential for sound sleep. Loosen the clothing and remove the stockings of the older baby for naps. The clothing needed for sleep depends upon the season and temperature in which the child sleeps. If his hands and feet are cold to your touch, he needs more warmth. If his head and hands are damp, he has on too much clothing.

After the baby is six weeks old, he should spend most of his time out-of-doors. Protect him from the wind, cold, rain, and glare of sun and sunlight in his eyes. A healthy baby can sleep out-of-doors unless the temperature is below 40 degrees, or the weather is very damp or stormy. Rest in a quiet room with windows open, or on a sheltered porch, is of value for the older baby even if he does not sleep.

Methods of protection during sleep. Protect the baby from wind and rain by putting up the hood of the carriage and by securing a blanket at the top of the hood and the foot of the carriage. This makes a screen on one side of the carriage which forms a windbreak. Place the carriage in a sheltered spot on the porch.

Protect the baby from cold by having sufficient protection (bedding or newspapers) under the mattress and around the sides of the carriage or sleeping basket. Place a covered hot-water bag or hot brick where it will give warmth but not touch the child. Put him in a baby

bunting which leaves only the face exposed. Cover securely with woolen blankets. Rub cold cream on the face to prevent chapping.

Protect the child's eyes from the glare of the sun by not having him face the sun nor a light wall on which the sun shines. The eyes should not be allowed to stare into the bright sky. While in the house, do not let a bright light shine on the child's eyes, whether he is awake or asleep.

Accustom the child to a nap in a semi-darkened room. This will prepare him for going to bed early during the summer without darkening the room by drawing the shades entirely and eliminating fresh air. If possible, do not have the crib facing the light from a window.

Causes of disturbed rest. Baby's sleep may be disturbed in many ways. He may be excited by being played with or tossed about before going to bed. He may be too warm, too cold, or wet. The room may be too hot, too cold, too light, too noisy, or improperly ventilated. Trips to the movies, shopping, evening visiting, or being kept up to see guests all tend to make him wakeful and fretful, and the family should from the first have rigid rules against such practices.

A well baby will sleep. If he is restless and fretful, it may be because he is very tired. Try to discover what may have tired him. Never give the baby soothing syrups, "drops," or paregoric. Many babies die or form undesirable habits because of these drugs.

SLEEP HABITS

The healthy, happy baby wants to sleep. In order to develop good sleep habits, the baby should always be put to bed at his bedtime. He must be properly dressed



Ready for an afternoon nap out-of-doors in a carriage with sturdy springs, high sides, and a hood to protect the baby from sun and wind. The dark lining of the hood and the dark blanket protect the eyes from glare.

for night sleep or day naps, placed in a well-ventilated room or on a porch, made perfectly comfortable, and then left alone. If placed anywhere out-of-doors for day naps, he must be protected from flies and mosquitoes, with screening or netting. If he cries, see that he is physically comfortable—your gentle, soothing handling of him will give him assurance if that is what he needs—then go about your business and leave him to the business of going to sleep. If you take him up whenever he cries, you will have a whining, crying baby. Start at birth to put the baby to bed at schedule time and to leave him to go to sleep alone. Good sleep habits started in early childhood may continue through adult life.

Psychologists tell us that all children need love and assurance, even in the earliest days, and that some

infants need more than others. It is a wise person who learns to give a child a feeling of security without spoiling him. Poor sleep habits are developed by the spoiled baby whose mother picks him up and cuddles him whenever he cries, or who rocks and sings him to sleep because it gives *her* pleasure. The baby who is wakened to be shown to visitors or relatives, whose nerves are stimulated with late hours, or by being jogged to sleep, cannot develop good sleep habits. By the time the baby is three months old, he should be well adjusted to his environment, and his sleep habits should be satisfactory. Here, as in all guidance of the child, anxiety, tension, or impatience on the part of the adult in charge of the child prevents him from developing the desired adjustment to sleep.

THUMB-SUCKING

Prevalence. Thumb-sucking is one of the common problems of infancy which give adults much concern. Until recent years physicians and psychologists regarded it as a bad habit to be broken in early infancy if possible. It was thought that if permitted in the very young baby who continued it for two and three years that it would cause a protruding upper jaw, thus spoiling the natural occlusion of the mouth; furthermore, it was believed that continuing this infantile habit through several years retarded the emotional stability of the child—that is, made it more difficult to face facts and make adjustments. If a child sucks his thumb almost constantly from early infancy through childhood, the thumb may become dwarfed, and the jaw may show protrusion, but authorities tell us that such confirmed thumb-suckers are rare. Some babies suck the thumb

almost immediately after birth; others begin later; some never start. The older infant usually sucks his thumb when going to sleep, when awake with nothing to amuse him, or when tired.

Causes. There are varying schools of thought regarding the causes of thumb-sucking. Some specialists explain it as due to inadequate nourishment, or a need to alter the general feeding arrangements; others, that the lips have not been sufficiently exercised while feeding, that possibly the baby has not been long enough at the breast, or held long enough in the arms while feeding from the bottle, to get emotional satisfaction and security. There is another group of psychologists who feel that the habitual thumb-sucker lacks emotional satisfaction in his daily life; he has not had enough love and companionship to be given a feeling of security; while still others believe that in his rambling movements baby's thumb comes in contact with his sensitive lips, that the contact is soothing, and is continued for lack of a more interesting activity.

Guidance for curing. It is loss of time and energy to try to determine who are right in these various theories; we might better give some consideration to all when planning our program for the particular baby with whom we are concerned.

Our attitude toward the problem is the important issue. Treat thumb-sucking as a symptom, and by observation of the child and a study of his schedule, endeavor to find the cause. See that the food is giving adequate nourishment; that the feeding periods are regular; that the child has to work to get the milk from the breast or the bottle, as this exercises the lips; and, particularly in the early months, that he is long

enough in his mother's arms at feeding periods, not only to satisfy hunger and to exercise his lips, but also to satisfy his needs for love and contact with his mother or another member of the family who can give this feeling of security. Certain psychologists say that the baby should have a feeding period of twenty minutes to secure real emotional satisfaction. The practice of placing the baby on the bed with the bottle supported by pillows, leaving baby to suck out his meal alone, deprives him of needed love time in his day.

When he first puts his thumb or finger in his mouth, take it out in a most casual way. Do this every time. As soon as he is old enough, give him a toy in his waking hours to keep his hands busy. The thumb-sucker of six months and older must have more companionship than ordinary. He must spend less time alone in waking hours to amuse himself; he should be talked to more often and his general interest in things around him extended. This makes him less dependent upon his thumb for pleasure. Consistency and patience are necessary.

Methods to avoid. Most specialists agree as to the futility of mechanical restraints for a baby. We *can* prevent him from putting his thumb into his mouth. We *can* tie his arms down, put his hands into mittens, use a thumb cap or cardboard cuffs. This, however, does more harm than good, since it makes a forbidden act more desirable; it causes constant irritation; it keeps elbows rigid when the arms should be exercising; or it holds the sleeping child in a fixed position. Putting the baby in a sleeping bag whenever the weather permits or, as advised by Dr. Josephine Kenyon, closing the cuffs on the sleeves of the nightdress are the least

irritating of the contrivances used to prevent thumb-sucking in the first year. Do not use any form of punishment for thumb-sucking, nor say "No, no." Both call attention to the act and show concern. No evidence of anxiety or indignation on the part of the adult should be shown. Establish an adequate feeding and sleep program, supply an interesting play life, give the child emotional satisfaction, and he will have no void to fill with thumb-sucking. The mother should not be anxious about it. She should not forcibly restrain thumb-sucking, since most children outgrow it.

THINGS TO REMEMBER IN THE SLEEP ROUTINE

- (1) So that baby's head can develop symmetrically, turn him from back to side, to stomach, to other side, when sleeping or resting in the crib or carriage.
- (2) Provide a flat, firm mattress and no pillow for good posture development.
- (3) See that the ears are not folded forward when baby lies on his side.
- (4) Do not rock, walk, or hold baby to coax him to go to sleep.
- (5) Do not put him to sleep with his bottle, a nipple to suck, nor anything else put in his mouth.
- (6) Put him in his crib when awake so that he associates going to bed with going to sleep.
- (7) A tepid bath at bedtime in summer will induce sleep.

- (8) Baby should never be taken to movies or on evening auto rides; in fact, any outing after his 6:00 P.M. bed hour is overstimulating and prevents his needed twelve hours of unbroken sleep.

CLASS ACTIVITIES

1. Make a comfortable bed for the baby out of a clothes-basket.
2. Practice in class making up the baby's bed.
3. Because of varying home conditions, babies of the same age will show considerable variation in the number of hours they sleep during the twenty-four. Observe babies and note the number of sleeping hours.
4. Investigate the methods of protecting the baby from sun, wind, and rain when sleeping out-of-doors.

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CHAPTER 9

EXERCISE AND PLAY

PROBLEMS

Even the very young baby needs exercise. How important for proper development is a freedom from restriction which allows for free play of muscles?

What attention must be given to the development of his social nature?

SUGGESTED ASSIGNMENTS

1. How does the baby exercise? How can we help him to get proper exercise for the large muscles?

2. How can you play with a baby without kissing, tickling, punching, and tossing him about?

3. What conditions in respect to his clothing and the bed clothing are necessary if the baby is to be free for exercising?

4. What toys are suitable for the three-to-seven-month-old baby? For the baby of seven to twelve months? Discuss appropriate materials for toys.

5. Why should we refrain from showing off the baby when he has learned to say "peek-a-boo" and to wave "good-by"?

6. In some homes the baby is held by one person or another during most of his waking hours. Explain how this may be self-indulgence on the part of those who hold him, and at the same time harmful to the baby.

STUDENT REPORTS

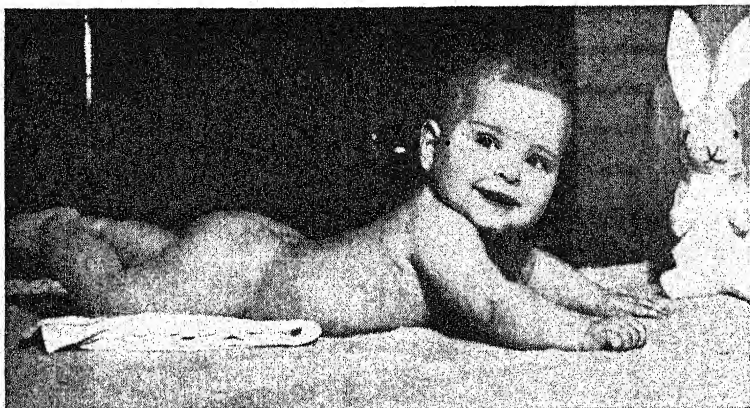
Appropriate gifts for the infant.
How play contributes to the baby's development.

A healthy baby will exercise to develop his muscles if not hampered by clothing, by bedding, or by lack of space. The baby in the first month gets most of his exercise when he is bathed, fed, or held by one of his parents to be fed or for a few minutes of loving. The next two or three months the young baby exercises by waving the arms, kicking the legs, opening and closing the fingers, turning the neck, grasping, wriggling, and by lifting the upper portion of his body on his forearms. From six to twelve months he exercises by throwing, reaching, rolling from side to side, sitting alone, standing, creeping, and sometimes by walking, though very unsteadily. Time should be planned, and body freedom provided, for this development. (For maturation period see Chapter 4.)

EXERCISE MUST BE DIRECTED AND ENCOURAGED

During the first few months babies sometimes tend to use the muscles which only *bend* the arms and the knees and draw the thighs toward the body. They should be encouraged also to reach and to kick. Indeed, doctors and physical education specialists advise exercises which straighten out arms and legs and draw them away from the body. Such exercising makes for a better balanced muscular development.¹ At four and five months, the baby should be held in various positions to strengthen his body muscles. However, never fail to

¹ Josephine H. Kenyon, *Healthy Babies Are Happy Babies* (Boston: Little, Brown and Company, 1935).



Unhampered by clothing, this baby is free to stretch and exercise. (Courtesy N. Y. State College of Home Economics, Cornell University.)

support his back. Hold him in the arms so that his back is kept straight. Do not hold him in the curve of your arm, with his back curving upward.

When arranging the baby for sleep, in the house or out-of-doors, do not pin him tightly into a blanket nor tuck the covers tightly over his body, thus preventing free movement and exercise. Arrange the covers firmly but loosely across his body. The blankets may be held in place by tying them to the sides of the bed or by pinning with large (four-inch) safety pins. The baby should be able to raise his legs at right angles to his body and stretch them to their full extent. Give him the same freedom with his arms. In cold weather use a sleeping bag or a baby bunting. These are less confining than a blanket wrapped about him.

POSTURE SHOULD BE DEVELOPED

The runabout of two or three years should be occasionally checked as to posture. We must start at birth

to provide conditions which will give the infant a chance to develop good posture.

Posture and the bed. When selecting the baby's bed, do not fail to purchase a bed with firm springs and with a good firm mattress. Use no pillow under the head.

Many hospitals and doctors are recommending that the baby be placed on the stomach, instead of on the back, for sleep. The child, from birth, is able to turn his head to the side, so there need be no fear of his smothering. If there is any tendency toward colic, the stomach position is comfortable. The baby is able to breathe better on the stomach than on the back, since the throat is left more open in this position. However, he must never be left too long in the same position. Change to the side, and then to the back for a while, and then again to the stomach position.

Posture and clothing. The garments must be properly adjusted for good posture. The square diaper helps toward this adjustment. The stockings must not be a snug fit, but large enough for the spread of the toes and long enough for perfect leg freedom. No shoes should be worn until the baby walks. Soft kid moccasins without a stiff sole can be used toward the end of the first year. This helps to prevent flat feet, in that it provides freedom for exercise of the arches.

When sitting erect. The baby will begin to sit erect from six to eight months. Allow him to sit up for a few minutes only at a time. Then put him on his back to rest. By nine months he can sit erect for a longer time. If one wishes to put something between the baby's back and the hard back of the carriage or chair, let it be a firm, flat pillow made of hair or similar filling. This pillow should be about three-fourths of an inch thick.

All through the infant's period of learning to sit erect, avoid having soft pillows in the chair, carriage, or massed around him on the floor, for they allow the baby's back to curve into the softness. He is not ready to sit up until he can do it with a straight back. If the back rounds out when in an upright position, he is not ready to sit up.

When being lifted. The back and arms of the child can be seriously injured through the thoughtlessness of adults. To lift a child by his arms over an obstacle, on to his feet, or when walking up the stairs is dangerous. It is harmful at any time to lift the young baby up by his arms or to turn him by the shoulders.

Posture and the carriage. From infancy the baby needs a carriage with four wheels, good springs, and an adjustable hood, lined with dull green or blue of a solid color to protect the eyes. Avoid a white carriage robe, in order to protect the baby's eyes from unnecessary glare. The carriage must be high enough to raise him above the dust, heat, and cold of the pavement; it should be long enough to allow for the baby's growth; it must be deep and wide enough for a firm pillow or mattress and for covers. A gocart is not recommended for constant use. It is too small, and therefore does not allow for complete relaxation of the baby's muscles. It is too near the ground and has no hood to protect the baby from the sun and wind.

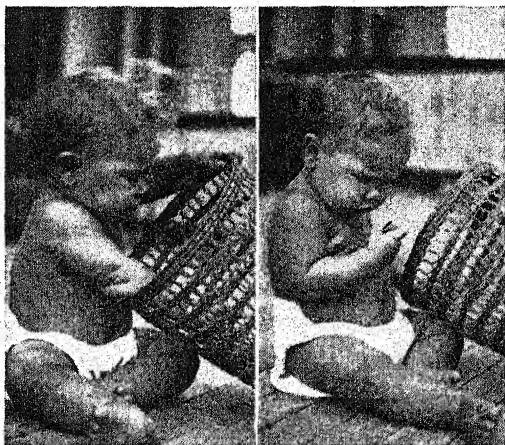
When crawling and creeping. The older child may have a large quilt on which to roll, and to make his first attempts to crawl. When he begins to creep, his legs must be protected from splinters and other injurious objects. This is the period when he picks up small articles like pins, matches, pills, and buttons from the

floor. Teach him to hand them to you. Smile and speak your approval, and when you take one of them, give him a favorite toy in return. This practice is a safeguard against his swallowing small objects. It is an achievement to bring objects to the mouth at six months, but his hands must have more educative activities at this age.

Later, a large baby pen is a joy to both baby and mother. The pen is not advised for use until after the baby has learned to draw himself up to the side of furniture, stand alone, and take a few steps. If put in a creeping pen during the creeping stage, the child lacks space needed for muscle development. Baby walkers are not recommended for the reason that they hold the baby too long in one position.

PLAY ACTIVITIES IMPORTANT

The baby in the first year develops mentally and socially, as well as physically, through his play. He explores things first with his mouth and later by manipulating them with his hands. His interest in watching objects, in feeling them, and in experimenting with them is play to him. He learns more if allowed to experiment by



We put things in . . . and take things out.

himself with his toys than if someone constantly plays with him.

For the first three months. The baby in the first three months is becoming adjusted to his environment and should not be stimulated by any play other than that which he initiates. He, however, does need mothering. From birth, babies should be held in the arms and quietly loved for a few minutes several times a day. The love you have for him will be shown by the gentle tender way in which he is held comfortably close to your body, and by the love that is shown by your eyes, face, and voice. Nothing more expressive is needed. This attention helps to give him a sense of security and of belonging which is essential for wholesome emotional development.

From three to six months. The three-month-old baby feels objects which his hands happen to touch. See that he has some toy for his rambling fingers to examine. He should have a rattle, a rubber or ivory ring, or similar toy placed in his crib. When he is four months old, he will grasp a toy, put it into his mouth, or shake and play with it. Two or three toys of different shape and texture are all that he needs at this period in his development. He is playing with his fingers at three months; between five and six months he plays with his toes, and happy is the day when he gets them in his mouth. Remember, he must have freedom of arms and legs to be able to play. When he is four months old, add a string of large wooden beads or empty spools and a small inflated rubber animal to his collection.

Between six and seven months. At this age the baby begins to throw toys. It is not wise to make a game of this by picking up a toy and returning it to him every

time. You will tire of the game before he does, and some day when tired you will scold him for the act you at first thought cute; this inconsistency is confusing and harmful. By seven months he reaches, pushes, and pulls a toy. When the baby is in his crib or carriage, tie his toy *to a tape*, not to a string, so that he can pull it to him after it has fallen.

The seventh to the twelfth month. In this period we find manipulative play taking second place in the baby's interest, because he is now exerting his energy to sit alone, to creep, to climb, to stand and, in some cases, to walk. During this period his skill in manipulating articles and his assurance increase. He will pull the table scarf off the table, or pull on the curtain cord in the same investigating way that he will pull his toy to him. He will pull off grandfather's glasses, pull your hair, pull the stopper out of the bathtub, or jerk the electric cord from the floor socket. You may find him in the kitchen banging saucepans, or taking articles out of any drawer you have left open. *So be prepared!* This is all play to him; he is *not* a naughty child but a normal child, developing physically and mentally. Plan his play surroundings so that he is not constantly being told "no, no"; it is inhibiting to his normal existence.

Early interests. As early as three months the baby is interested in colorful objects. You can dangle a bright colored ball or a similar article from a tape within a few feet of him; this action will not only be an aid to coordination of eye muscles but will also encourage him to reach and to grasp. Do not leave it there more than ten or fifteen minutes at a time as it may be too stimulating. Exercise and play are developmental factors in the life of the child; but when he exercises to a state of

fatigue, or plays to a point of overstimulation, the result is harmful.

From six months on he will be interested to watch people, animals, wagons, and cars as they pass his carriage on the porch, or as he looks from a window. He will play little games like "Peek-a-Boo" and "Patty Cake" and wave a "Good-by" when ten months old. But do not constantly show him off to visitors. All of his play should be a part of his common-sense, everyday life.

Toys. A baby does not need many toys. A few different toys during the day, and only one of these at a time, will be enough to occupy his attention. Too many toys at once will make him excited, tired, and finally fretful.

Select simple, inexpensive toys. They should be washable, paintless—or covered with paint that is harmless—without sharp corners, smooth—not hairy nor woolly—and large enough to keep from being swallowed. The baby from three to eight months will enjoy an ivory or hard-rubber ring, a silver spoon, a string of wooden beads or spools, a colorful rattle, and floating celluloid toys for the tub.

From nine to twelve months let the baby have a bottle filled with bright shells or seeds. Be sure to make the top secure so that there can be no danger of spilling the contents. Rubber animals, dolls, a potato masher, balls, colored wooden blocks with rounded corners, and other articles that are either soft, hard, or smooth are valuable for sense development. A box or pail with small articles to be put in and taken out is recommended. Books with colored pictures may give enjoyment.



"A spoonful of this—" Time for the sun bath and water play at the Nursery School of the Oregon State Agricultural College.

COMPANIONSHIP NECESSARY

It has been explained that we do not play with the baby during his first three months, and that in the next three or four months he should be given freedom to play and the right toys for play, with some little participation by different members of the family. Psychologists tell us that in the last few months of this first year the baby has a real desire and need for companionship in more of his play activities. If he does not have this attention from those around him, his social and mental development will be retarded. He may resort to sucking his fingers for satisfaction or take undesirable methods to gain attention and to share in the activities of the family group. He has, of course, learned by this time to

amuse himself for half an hour or more, but after nine months he needs to have some member of the family to talk and play with him more often throughout the day for his mental, emotional, and social development. He enjoys the voices and activities of those around him and wants to be part of it. These are his early attempts to cooperate with the social life in which he finds himself. Help him in his first social adjustments.

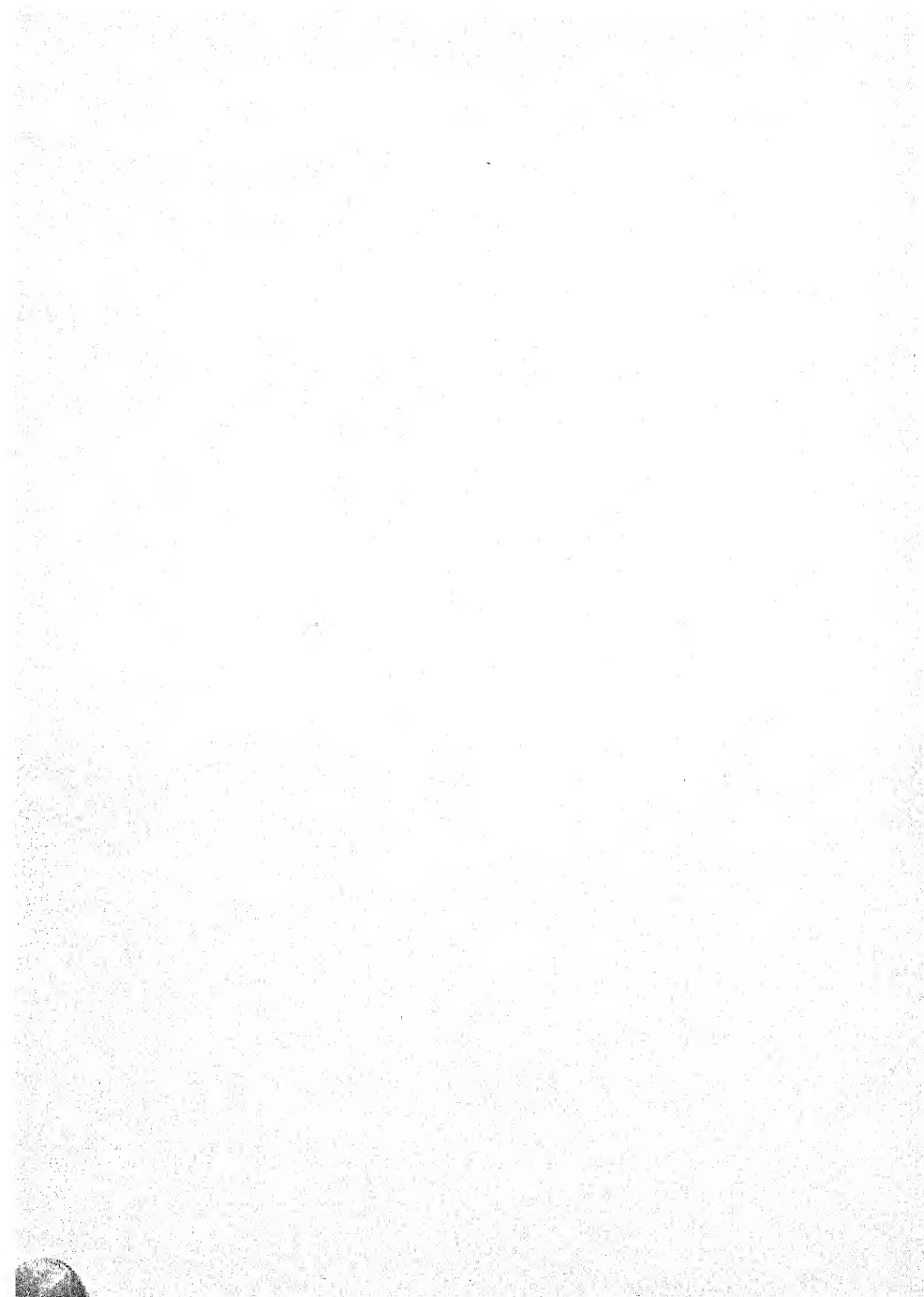
CLASS ACTIVITIES AND HOME PROJECTS

1. A committee of students may arrange an exhibit of good and bad toys, explaining why they are suitable or unsuitable.
2. Observe children under eighteen months at play. Note the different ways in which babies play.

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PART TWO



GUIDE FOR STUDENT OBSERVATION OF THE RUNABOUT CHILD

Name of child

Age

Names and ages of members of the family
Snapshot

I. Home environment.

What is the parents' attitude toward the child?

Indulgent
Companionable
Indifferent
Overcritical

What is the child's attitude toward the parents?

Dependent
Rebellious
Cooperative

What is the child's attitude toward other adults?

Dependent
Rebellious
Cooperative

Are the parents interested in giving the child worthwhile experiences?

Pets
Excursions
Participation in home activities

II. Physical condition.

What is the general health condition of the child?

Has he any physical defects?

What illnesses has he had?

Has he good muscular coordination?

Has he gained proper health habits?

III. Sleep.

What are his sleeping conditions?

What time does he go to bed?

What is his attitude toward going to bed?

Does he take a nap or does he have a rest period?

IV. Food.

- Does he enjoy his food or is he indifferent?
- What is the average length of time taken for breakfast, dinner, supper?
- What foods does he particularly dislike or refuse?
- How does he handle silver and napkins?

V. Self-reliance.

- Is he resourceful in his play?
- Does he cry easily?
- Does he spend much time watching other children?

VI. Language development.

- Does he find it difficult to express himself?
- Does he talk distinctly and clearly?
- Does he use baby talk?
- Does he use single words or phrases, short sentences, long sentences?
- Does he come from a home where a foreign language is spoken?

VII. Response to authority.

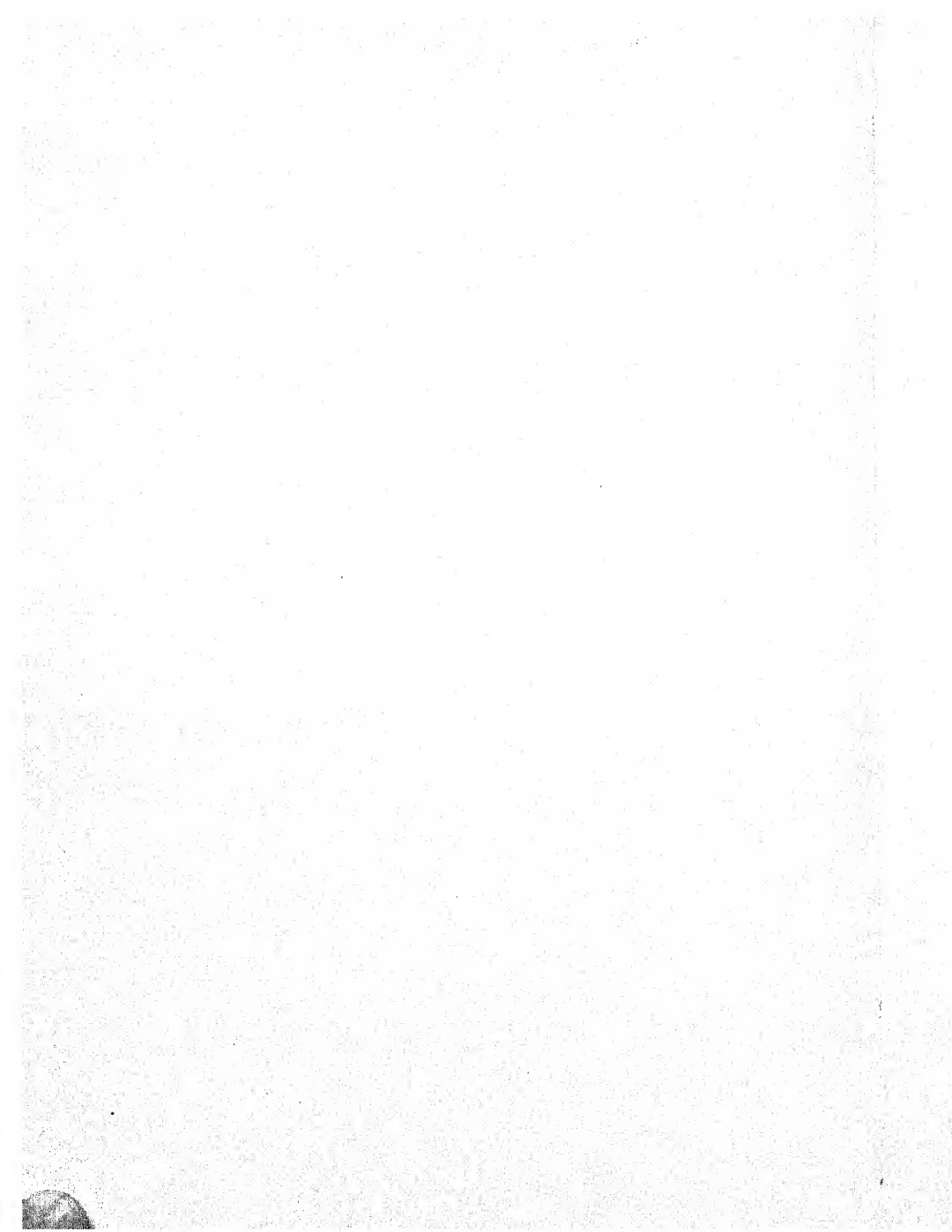
- Does he respond without undue delay?
- Does he resist commands?
- Does he ever resist suggestions?
- Is he cooperative and responsible?
- Does he rebel physically with temper tantrums, hitting, kicking, biting, and so forth?

VIII. Social adjustment to other children.

- Does he make friends with other children easily?
- Does he seem to want to be left alone?
- Does he try to play with other children but fail?
- Do other children refuse to play with him?
- Does he play with only one or two children?
- Is he generous in sharing with other children?
- Does he submit to any child who takes the initiative?
- Is he a wholesome leader in a group?

SUGGESTED DAILY ROUTINE FOR THE CHILD FROM TWO TO FIVE YEARS

<i>Morning</i>		<i>Afternoon</i>	
Time	Activity	Time	Activity
7:00 A.M.	Urinate Wash face and hands Drink water Dress*	12:30 P.M.	Toilet Wash hands Brush teeth Prepare for nap
7:30-7:45 A.M.	Breakfast	12:45-2:00 P.M.	Nap
8:15 A.M.	Brush teeth Bowel movement Wash hands Drink water	2:00-2:30 P.M.	Urinate Wash Dress Comb hair Drink milk or fruit juice as recommended
8:30-9:00 A.M.	Play out-of-doors	2:30-4:30 P.M.	Play out-of-doors**
10:00 A.M.	Urinate	4:30-5:30 P.M.	Urinate Quiet activities alone or with member of family Bath and dress for bed
11:30 A.M.	Urinate Wash face and hands Comb hair Drink water	5:30-5:45 P.M.	Supper
12:00 Noon	Dinner	6:00-6:15 P.M.	Wash Brush teeth Stories, music, or quiet time
		6:30 P.M.	Urinate Bed
*May be given a sponge bath followed by a splash of cold water on chest and back.		**During hot days postpone the going out-of-doors until 3:30 or 4:00 P.M. Give a sponge bath before dressing.	



CHAPTER 10

PHYSICAL GROWTH AND HEALTH

PROBLEM

What progress in physical growth and development may be expected in the first five years?

SUGGESTED ASSIGNMENTS

1. How does heredity influence growth and development?
2. How does environment influence growth and development?
3. What factors must be considered in checking progress in growth and development?
4. Explain the relation of the temporary teeth to the proper development of the permanent teeth.
5. Discuss the causes of poor posture.
6. What is the value of sun baths? At what time of year are sun baths most beneficial? What care must be taken in giving sun baths?
7. What is the modern attitude toward such contagious diseases as measles, diphtheria, scarlet fever, and whooping cough?
8. What steps can be taken to avoid the development of undesirable traits in children during illness?

STUDENT REPORT

The preschool clinic—its purpose and function.

Where is the high school girl or boy, the adult man or woman who does not desire correct posture, fine

physique, clear eyes, clear complexion, and glossy hair. Girls and boys today want sufficient strength to secure creditable rank in school and to be contributing members of the family and of society. They want vigor to hike, swim, golf, and play tennis. The normal adult, whether man or woman, wants a strong physical body responsive to his or her mental and social ideals. If this is the desire of youth and adult, plans for proper physical development cannot be delayed until the ages of twelve, eighteen, and twenty-five. Someone must take the responsibility when the child is very young. The persons most responsible for the normal growth and development of the child are the members of his family. His parents lay the foundation for his physical inheritance and physical development before he is able to care for himself. Through his heritage each child receives his physical potentialities; through his environment, and the use made of it, he receives minimum or maximum physical development.

PHYSICAL GROWTH

By the first year. Our average baby, on his first birthday, has eight teeth, weighs twenty-one pounds, and measures twenty-nine inches in height. Let us study his growth to the fifth year. It is important for us to know that gain in weight and height is not uniform throughout the year. The gain in weight will be greater in the fall and early winter, while the gain in height comes in late spring and early summer. Regular increase in height and weight in relation to individual body build is the criterion by which physicians check for adequate physical growth. Individual body build may be shown as early as six months. The constitu-

tionally thin child is known as the *linear* type and the plump child as the *lateral* type. The body framework differs in young children, some having lighter and some heavier bones. The weight of the child must not be determined alone from his height and age. Progressive rate of growth is the important factor. There are average yearly attainments which are suggestive as a general standard, and as such the following tables may be considered.

The second year (twelve to twenty-four months). By the end of the second year the average child will have made the stride to the following measurements:

	Weight	Height
Boy	26 lbs.	33 in.
Girl	25 lbs.	33 in.

The average increase in weight from the first to the second year is 5 or 6 pounds. The average increase in height is 4 inches. By the end of the second year the child has sixteen teeth. The brain, heart, muscles, and bones are growing rapidly. The digestive, the nervous, and the respiratory systems are still weak. During the first two years the circumference of the child's head, chest, and abdomen may be practically the same.

The third year (twenty-four to thirty-six months). At this age we find that the measurements increase to the following:

	Weight	Height
Boy	31 lbs.	36 in.
Girl	30 lbs.	36 in.

The weight increase in this year averages 5 pounds. The gain in inches is about three. By the third birthday the full set of milk teeth (twenty) will be ready for



Weekly weighing at the Nursery School, Cornell University.

work. The brain, heart, muscles, and bones continue rapid growth. The spine strengthens and the back flattens.

In the third year the chest measurement increases more rapidly than the head and abdomen and continues to do so. If the chest circumference is not greater than the head circumference by the end of the third year, this is a sign of poor development.

The fourth year (thirty-six to forty-eight months). Now let us see what our one-time baby has accomplished in the way of growth:

	<i>Weight</i>	<i>Height</i>
Boy	35 lbs.	39 in.
Girl	34 lbs.	39 in.

In this year the average gain in weight is 4 pounds and the gain in height 3 inches. The muscles continue to grow and increase in coordination. The brain and the heart continue to grow but at a less rapid rate.

The fifth year (forty-eight to sixty months). This is the end of the child's first building period and at the end of this year the average child shows the following measurements:

	<i>Weight</i>	<i>Height</i>
Boy	39 lbs.	41½ in.
Girl	36 lbs.	40 in.

During these last twelve months an average increase in weight of 4 pounds by boys and 2 pounds by girls is made, and an average increase of 2½ inches and 1 inch respectively is made in height. The soft fat pad of infancy is gone from under the ball of the foot. The circumference of the chest continues to be greater than the head and the abdomen.

By five years the skull and the brain inside have almost reached adult proportions. Older members of the family must realize that the rapid development of the brain and nervous system of the child calls for calmness and security in the home atmosphere so that nervousness and emotional instability are avoided.

In the period from one to five years (twelve to sixty months) the child which weighed 21 pounds and was 29 inches tall at the beginning has increased in weight from 15 to 18 pounds and gained from 11 to 12 or 13 inches in height.

The full set of temporary teeth are cut and should be in good condition if decay has been prevented by proper diet and by going to the dentist every four to six months.



The kiddie car with pedals is recommended for correct foot development.

Safeguarding the growth of the permanent teeth. A soft toothbrush can be used as soon as the baby has eight or ten teeth. A child of two usually has sixteen teeth, and at this age he can begin to wash his own teeth morning and night. As he grows older teach him to brush down as well as across on his teeth, and to clean the tops and back of the teeth, as well as the front surfaces.

In addition to cleanliness, the preservation of the child's teeth depends upon his having a quart of milk and something hard to chew upon each day.

During these first five years the permanent teeth are in the making, and milk is the chief material from which teeth are made. Some parents think that the baby teeth are of no importance and need no particular care. The preservation of the temporary teeth until the roots are normally absorbed is necessary to the proper growth and placement of the second or permanent teeth. From the age of two years the child should have dental inspection at least every six months.

Physical growth and posture. There are certain physical defects which may cause poor posture unless recog-

nized early and corrected. Defective eyesight, defective hearing, and adenoids tend to throw the head forward, which in turn throws the shoulders forward and decreases the chest cavity. Malnutrition is responsible for poor posture, since it causes poorly nourished muscles which are unable to hold the body in a correct position. Rickets in this early age cause the soft bones to bend under the body weight.

Clothing may affect the posture of a child. Tight stockings, ill-fitting shoes, and high coat collars are to be avoided. Hose supporters which bring the weight on the point of the shoulders are harmful. Furniture which causes a child to slide down and to sit on the end of his spine is a posture hazard.

Regular physical examinations will disclose any physical or postural defects.

HEALTH CARE

Health examinations. It is important that the young child be taught to look upon the physician and the dentist as friends who wish to help him. He should not be deceived as to what will happen to him when treated by either. Warn him when he is going to be hurt, and reassure him by your calmness and understanding of his fears.

James, aged four years, got a large splinter in his thigh—too large for his parents to remove with safety. His father explained that the family doctor had a little instrument which could bring it out quickly. He said that it would hurt, but that he was sure James could stand it if his leg were held tightly. James's father explained that if the splinter remained in the leg, or if only a tiny piece of wood remained, the leg might get

very sore and hurt a great deal for a long time. The doctor showed James the little instrument, told him how it would hold the splinter, and the way he would take it out. When it was all over, James leaned back against his father and with tears of pain in his eyes said, "Isn't it nice to have a *kind* doctor hurt you?"

Regular monthly or semi-monthly weighings on the same scales, preferably in a health clinic where there are nurses and doctors, or by the family physician, is the only way to be assured of the child's progress. A regular physical examination every six months is advisable.

Some health and personal cleanliness rules. There are certain habits which a child as young as two years can and should unconsciously begin to make a part of himself. To accomplish this, the older members of the family must realize the value of these performances, and with patience, regularity, and example help the little one. If properly guided, any normal child at the age of five can be taught to observe the following rules as a matter of course:

Take a daily bath.

Brush the teeth twice daily.

Wash hands after going to toilet.

Wash hands before meals without being told.

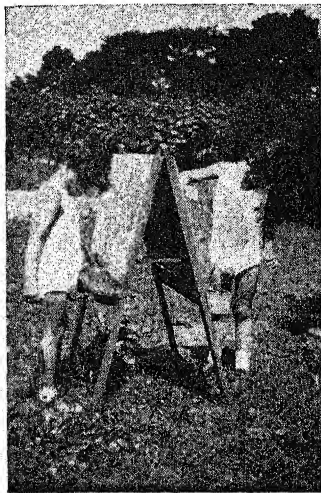
Use own towel, washcloth, toothbrush, and drinking cup.

Sleep long hours in the open or with open windows.

Hang clothes on chair to air.

Drink a quart of milk a day.

Eat some fruit and vegetables every day.



Fun in the open air, summer and winter: painting on carpenter-made easels (*top left*); solid comfort on a hot day (*top right*); enjoying snowy days (*bottom pictures*).

Drink at least two cups of water between meals.

Play out-of-doors every day.

Have a bowel movement every morning.

Use a handkerchief properly.

Turn head and cover the mouth when coughing.

Cover nose and mouth when sneezing.

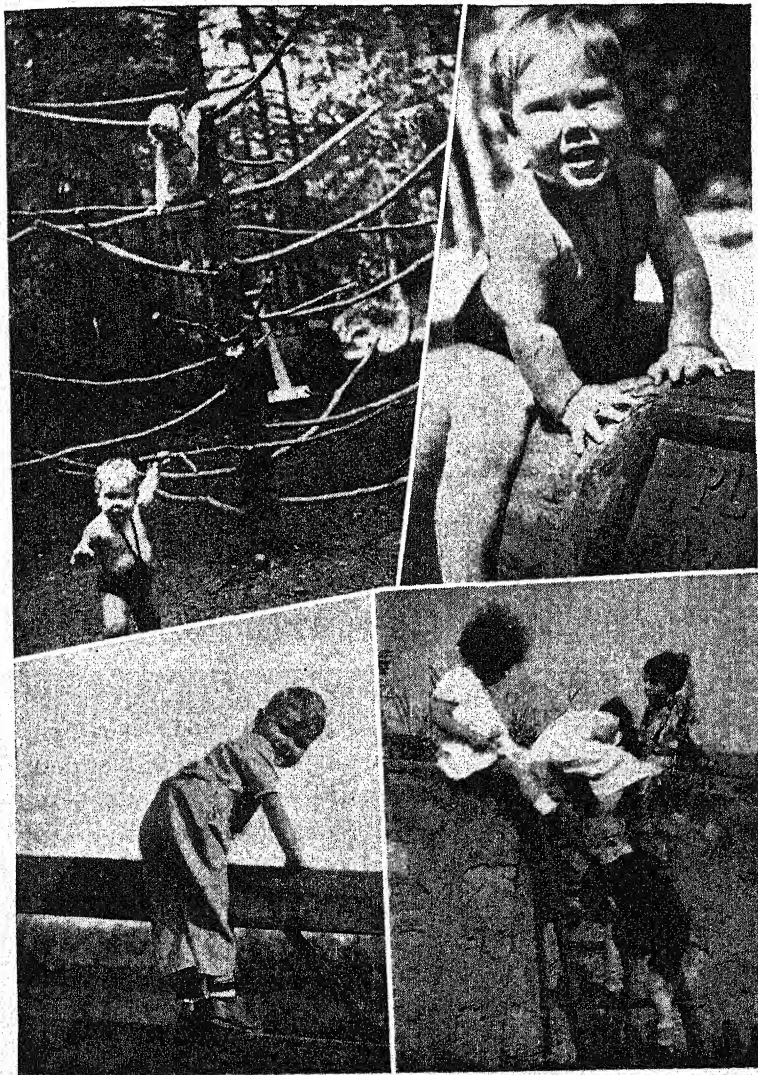
Keep fingers and articles out of mouth.

Keep fingers out of the nose.

Fresh air and sunshine. Long hours in the out-of-doors is denied to many young children because adults are afraid they will take cold. The child who spends the larger part of his day in warm rooms is more susceptible to colds than the one who is in the fresh air. On rainy days let fresh air into the playroom. In cold weather, keep the room from becoming chilly, but provide for a constant inflow of fresh air.

If children are properly clad, the winter mornings from nine-thirty to eleven-thirty and the afternoon hours, following the nap until four or four-thirty, are not too cold for out-of-door play, even if the thermometer registers 32 degrees. Windy and stormy weather should be considered an exception to this rule. During hot weather young children should be kept in the shade during the middle part of the day. Play equipment suitable to the season will supply an incentive for activity which helps to keep the body warm. If possible, provide companionship for these out-of-door play hours.

Sun baths. The sun bath is needed for the runabout just as much as for the child in the first year. The body of the child must be gradually exposed to the sun's rays. Sun costumes with low neck, short sleeves, and romper



Climbing is a natural phase of development and a health-promoting activity. Overfearfulness on the part of the adult tends to retard the development of self-reliance. Teach children how to grasp with their hands and how to obtain a firm hold with their feet. (Upper pictures courtesy School of Home Economics, Oregon State Agricultural College, Corvallis, Oregon.)

legs give a safe exposure of the body. Protect the head and eyes with a light-weight sun hat. Omit stockings and put sandals on the feet. In this costume the child can play in the sun during the morning hours.

It has been found that the sun shining on the skin will cure rickets, tuberculosis, and other forms of malnutrition. The sun's rays are beneficial at all times, but in the northern states, owing to the position of the sun, the rays are more beneficial during certain months. The more direct the rays of the sun, the larger the percentage of health rays. In December, January, and February the percentage is low. In fact, a sun bath in January is only 10 percent as beneficial as a sun bath in July. It is for this reason that cod-liver oil should be taken in the winter, even though many hours are spent in the open.

The health rays of the sun steadily increase during March, April, and May, making sun baths in June, July, and August the most beneficial. Then follows a gradual decrease during September, October, and November.

Cod-liver oil and sunshine on the bare skin are not exclusively for tots. From babyhood to the runabout, childhood to adolescence, adulthood to old age, cod-liver oil and sunshine mean better resistance to disease.

Rickets. Rickets is a disease of malnutrition. The period of development is from the second month to the end of the fourth year. It is found among the poor and the rich alike. Even in families where parents consider themselves very careful of their children, rickets is found in varying degrees. It is a disease more prevalent among children than people generally realize. The common signs of rickets—such as flat feet, knock-knees, and bowlegs—are readily detected, but there are hidden

effects of rickets which can only be discovered by a thorough clinical examination. Rickets can be prevented and can be cured if taken in time. Sunshine on the bare skin, and cod-liver oil do the work.

Avoid too long an exposure of the skin to the sun's rays. Sunburn may cause serious illness to child or adult.

PROTECT THE YOUNG CHILD FROM CONTAGIOUS DISEASES

This is a matter which each member of the family must make a personal responsibility. A large percentage of the deaths which occur in the first five years are the result of contagious diseases. It is the right of every child to be protected from them. Diphtheria, scarlet fever, measles, and whooping cough often leave constitutional weaknesses—such as deafness (which may be permanent), kidney trouble, and a weak heart.

The idea that measles, whooping cough, and mumps may be expected as a part of every child's experience arose through ignorance. Formerly children were not protected from these diseases; in fact, some were voluntarily exposed to them. Mothers have been heard to say, "The Bailey children have the measles; Johnny might just as well have them now and be through with it." So Johnny plays with the Bailey children and contracts measles. If the harmful after-results of measles were commonly known, fewer Johnnies would be exposed.

Measles. Eye and ear complications may follow this disease. Pneumonia and tuberculosis and a weak heart are common results. If serum is given in the first four days after exposure, the disease may be prevented for

this particular exposure. If one is inoculated within the week following exposure, and if the disease does develop, it will be in a modified form.

Whooping cough. A vaccine has been prepared for whooping cough which prevents development of the disease in about 50 percent of the cases. Although the serum does not prevent development in all cases, it does shorten the period and lessen the severity. Whooping cough is severe in very young children, often causing convulsions or resulting in pneumonia.

Diphtheria. One of the most dreaded diseases of childhood is now avoidable. This disease is most common between two and five years, but a protection can be given every child through the toxoid inoculation. This should be given the sixth or ninth month, and without fail by the twelfth month. It will protect a child for three to five years, or possibly throughout life if immunity is established. Diphtheria—like scarlet fever and measles—is apt to leave a weak heart condition.

Scarlet fever. No child should be in contact with a scarlet fever patient until all discharge from the patient's nose, throat, and ears has ceased, as this is the period of contagion. Other children in the family should be sent away from home. Permanent deafness and diseased kidneys are often after-results of scarlet fever. A method of immunizing against scarlet fever is being developed similar to the diphtheria treatment, and parents should inquire of their physicians regarding its possible use.

Colds. Be cautious of common colds. They deplete the vitality of the body and lower the resistance to diseases. Do not ignore a cold in the head. It may be the beginning of serious trouble. Whooping cough and

measles begin with a cold in the head. At the first sign of a fever, stop all food and keep the child in bed. Give only cool boiled water and send for a physician.

HEALTH SIGNS WE CAN ALL LEARN

The healthy person. There has been a great deal of talk about health: how it is secured and its value to an individual. All persons should be familiar with the signs of health. It is valuable in checking their own condition and that of others in whom they are interested. A high school girl or boy can check up the physical growth and development and general health of a younger brother or sister by using the following description of a healthy person:

Eyes—Bright, with clear vision.

Ears—Hearing, good.

Skin—Clear, without blemishes, with a good color, and with no circles under the eyes.

Hair—Abundant, elastic, and glossy.

Flesh—Firm.

Muscles—Firm.

Bones—Straight.

Teeth—In good condition (no cavities).

Posture—Good (sits tall, stands tall, toes straight).

Elimination—Regular (at least one bowel movement daily).

Disposition—Good natured, happy, active (physically and mentally).

General Condition—Not easily tired, free from headache and colds, not susceptible to disease, and making regular increase in height and weight.



Coordination, self-confidence, and a firm grip are necessary here for a steady, safe descent. (Courtesy Nursery School, Dept. of Home Economics, University of Texas.)

Preschool clinics. A thorough physical examination in the spring or early summer of all children entering school for the first time in September is rapidly becoming a nation-wide practice. Remedial needs can be given attention before school opens. If you do not live in a district where this is the practice, urge your parents to have a physical check on the following before you introduce your little sister or brother to the great adventure of his life—the first day of school.

Are his teeth sound and well kept?

Is he free from adenoids or diseased tonsils?

Is his hearing normal?

Has he normal eyesight?

Is his weight correct for height, age, and body build?

Does he stand erect with firm muscles, bright eyes, and rosy cheeks?

These are necessary for normal school progress and happy adjustment.

UNDESIRABLE TRAITS ACQUIRED THROUGH ILLNESS

When a child is ill, and particularly during the long days of convalescence, his family unconsciously cater to his every whim. This can be explained by their anxiety and fear that any thwarting of his desires may make him worse.

Soon the child realizes that he can make big brother Jim, little sister Ruth, Dad, and Mother do whatever he wants, even if he isn't nice and polite about it. When he is angry, when he sulks, even when he cries, everybody does as he wishes. "He has been sick," or "He isn't himself," he hears them say. Before he was sick he never got anything by crying. Then he had to do many things he did not want to do, and no one seemed to approve of him unless he did them and did them well and good naturedly.

Is it strange that a child who, because of illness, has been allowed to have his own way, should cling to the weaknesses of illness in order to retain his new powers? Such a child may demand to be fed, to have someone in the room until he is asleep at night, and to be dressed, although before his illness independence was expected of him in these tasks.

The irritability of convalescence may develop into temper tantrums, and the gratification of all desires may result in selfishness. Add to these the power to make

the family wait on him, and the result will be a domineering, quarrelsome child.

It must be understood that a sick and convalescing child may be sensitive, easily irritated, and less emotionally stable than when well. The members of the family in their anxiety must remember that from the standpoint of character formation, this also is a learning period. The child must gradually learn to do without the special consideration given to him during his illness, to become less dependent upon others, and to assume his former relations with the family group. It will take patience, wisdom, and self-restraint on the part of the members of the family to accomplish this end.

CLASS ACTIVITIES AND HOME PROJECTS

1. Keep a chart showing the physical development of a child in the age range from one to five from month to month. Note chest measurement, height, weight, number and condition of teeth.
2. Have a dentist or nutritionist address the class on the development and care of the teeth.
3. Visit a clinic and observe the reactions of children to the doctors and nurses.
4. Check a child in your own family or one in the neighborhood on "Health Signs We Can All Learn" (p. 147).
5. Find out what provision has been made for immunizing children against diphtheria in your community.
6. Investigate the number of agencies interested and the provision made for physical examination of children before entering school.

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CHAPTER 11

DEVELOPMENT FROM ONE TO FIVE

PROBLEM

Development is more than physical. What development in motor ability, mental alertness, emotional balance, and social adjustment may we expect in the years from one to five?

SUGGESTED ASSIGNMENTS

1. Explain what is meant by the following: *motor ability, mental alertness, emotional stability, social adjustment*. Give illustrations.

2. What motor abilities and mental and social development may be expected at two years; in the two-to-five-year period?

3. Give an example of how a two-to-three-year-old uses his reasoning powers?

4. Explain the causes of certain peculiarities of speech which occur in children, such as whining and baby talk. What methods are helpful in training for correct speech?

5. Three-year-old Billy, looking out of the living-room window, sees a big shaggy dog. "See the big bear," says Billy. What would you say to Billy?

6. Why is it more desirable for a child to go adventuring into the world of make-believe with others than to go by himself?

7. Describe, using your own experiences, the physical and emotional effect of fear upon children. How may we help children to overcome fear? What

environmental factors cause children to be afraid?

8. What is the approved treatment for temper tantrums?

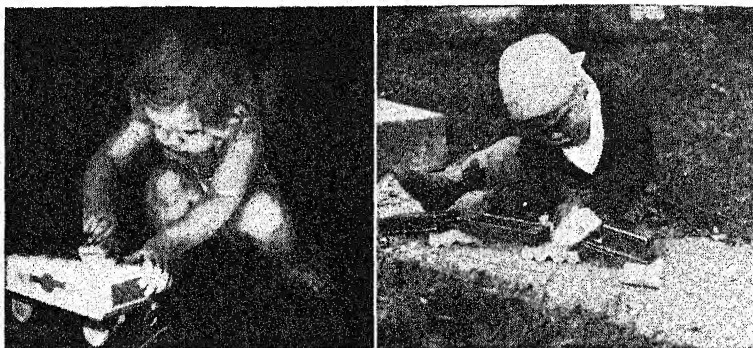
9. The institutional child suffers from the lack of affection, and the spoiled child suffers from an unwise expression of affection. What is meant by *wholesome loving*?

10. What is meant by "growing up" emotionally?

While the average child is making steady progress in physical growth, he is also developing motor ability, mental alertness, emotional stability, and social adjustment.

MOTOR ABILITY IN THE SECOND YEAR

Walking. One of the interests and achievements in the second year is learning to walk. Early in the year it is an unsteady but absorbing activity; many a bump is taken with real courage, and success is met with gurgles of delight. By the end of the year walking has become automatic, but there will be progressive coordination throughout the first five years. Along with walking he has learned to run, to climb a chair, to creep up stairs, and, by twenty-four months, to walk up stairs. By eighteen months he may run away from you. Do not make a game of this for he will play at running away when you want to dress him, bathe him, or put him to sleep. When he is about twenty-one months, he may walk backward; see that he has a clear path. Freedom from adult interference and a safe place to run and to climb are essential to motor development. Severe accidents may cause the child to become fearful, but too great a concern on the part of the family over minor hurts may produce timidity.



Problems in concentration.

Left, the last block, a tight fit. Right, repairing a train wreck. (Courtesy School of Home Economics, Oregon State Agricultural College, Corvallis, Oregon.)

Skill with hands. The child is now becoming more skillful with his hands, and it may be that he will show a preference to use the left hand. Do not force him to use the right; instead, teach him to use both hands. At fifteen months he will build a tower of two blocks, but at twenty-four months he builds a tower six blocks high. He places his blocks in a row end to end and plays that they are a train. He will walk on them, too. As early as fifteen months he can use a spoon to some extent; by eighteen months he feeds himself, although he spills some food; and by twenty-four months he feeds himself with but little spilling of food. You must be willing to allow him this experience at the earliest age if he is to acquire a steadier hand at two years. He learns to turn pages of a book, and enjoys the pictures. He is interested in pulling and in pushing objects, and he finds it just as much fun to open dresser drawers and pull out the contents as to open his toy bin and pull out toys. He opens doors; this may lead him into danger. He will

be interested in helping to dress himself and delights in bringing his clothes to you. He may struggle unsuccessfully to put on his shoe; allow him to try. In all of his motor development he needs understanding, wise guidance, and opportunity to experiment.

MENTAL ABILITY IN THE SECOND YEAR

Language. When the child was one year old he understood a great many words, and could speak one or two. During the next twelve months, as soon as walking is conquered, language moves forward more rapidly. Ability in speech has a wide variation in children at this period. Fifteen months finds him jabbering in a conversational style all his own. He is using from five to fifty words at eighteen months. By twenty-four months, if he has made average speech development, he will use many phrases and simple sentences. The variation in the vocabularies of two-year-olds is due to differences in mental ability and differences in environment. Do not talk baby talk to him. Use short words he can understand. Talk to him about things in which he is interested and enunciate clearly when speaking. Never laugh at his mistakes, nor repeat his cute sayings before him.

Memory, imagination, and reasoning. The two-year-old can tell some of the experiences he had when walking, or when visiting. He remembers a parent who has been absent for several weeks. He should be able to repeat bits of his favorite stories that he has heard frequently.

His imagination is seen in his play. A box is a satisfactory boat, and he gayly uses a shortened broom-handle for a horse. Put reins on him and he is the horse. Imagination is just beginning to develop at this age.

If the two-year-old has been permitted from infancy

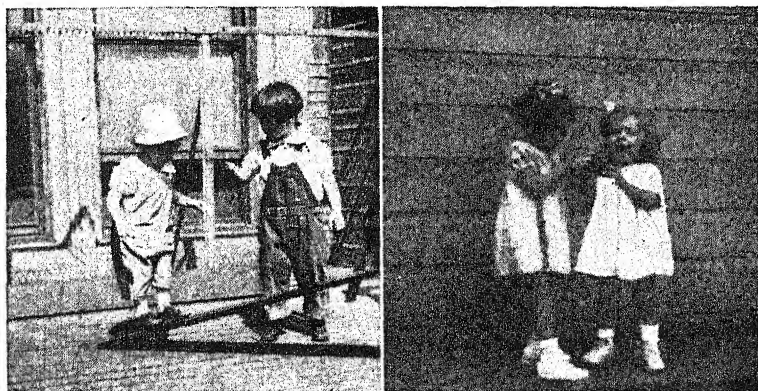
to use his reasoning to solve some of his problems—such as crawling after his ball or pulling on the tape to recover his lost rattle—then at two years he may be expected to do some independent thinking when meeting greater difficulties. Allow him firsthand experiences. Do not rush to his aid before he has had an opportunity to make some solution; but give aid before he has reached the point when frustration has driven him to a state of discouragement or rage.

EMOTIONAL AND SOCIAL DEVELOPMENT IN THE SECOND YEAR

Love. The two-year-old has learned to love his mother, but this should not complete his love life. He should, through pleasant association, have learned to love and to enjoy his father and other members of the family. It is a mother's responsibility to see that she does not absorb all of his attention and love.

Jealousy. An emotion that is frequently experienced in the second year is jealousy. If a new born baby is born to the family, or if any other young child receives attention from his mother or father, the child's feeling of loss and insecurity will arouse jealousy. He may show signs of jealousy at any demonstration of affection on the part of his parents for each other. The understanding and loving parents will include the young child in their expressed love for each other when shown in his presence. It is not only cruel, but harmful to his developing personality, to willfully arouse a child's jealousy just to see what he will do.

Fear. In the second year the young child may become afraid of the dark; he may not want to be left alone at bedtime; he may waken at night terrified by his dreams.



Two social situations.

Left, cooperation in the morning: "See, you can do it." Right, complications in the afternoon: "It's my pocketbook."

He seems to be developing unreasonable fears of the buzzing vacuum cleaner or the flapping shades. The horses and cows that interested him at ten months now frighten him. He needs gentleness and understanding, for his imaginings are so real to him. Objects about him take on new meaning.

Anger. Violent bursts of anger and fits of obstinacy are frequent. A child may rebel against eating, bathing, or any of the routine he had accepted in his first year. He may go into a temper tantrum if a desire is denied him, or if interrupted in an activity. The adult must calmly help him through these outbursts so that they do not become habit. Ignore them by leaving him alone. He will stop if he receives no attention.

As the child develops motor skills and mental alertness, his environment enlarges, his experiences increase, and his interests in things and people broaden. It is through these contacts with things and with people that the child in his second year is helped by his parents and

his brothers and sisters to increased emotional control and social adjustments.

MOTOR ABILITY FROM TWO TO FIVE

Two of the outstanding characteristics of this period are activity and curiosity. The desire to be *going*, to be *doing*, and to know the *how* and *why* of things about him fill the child's waking hours. To *sit still* and to *stand still* are more tiring to him than constant activity.

Body coordination. From the second birthday to the fifth the child practices and perfects his motor skills through his play and other activities. By four years he walks more steadily, runs more quickly, and runs with a definite purpose; he not only climbs higher, but takes a ball or toy with him to difficult heights. To balance on the curb of the pavement by oneself, or to walk on the top of the veranda rail holding daddy's hand, is a joy—and an advance in body coordination.

Muscle coordination. The child develops his muscle coordination and becomes more skillful by running, climbing, balancing, jumping, and swinging by the arms. He can balance on four-wheel roller skates and manipulate a tricycle with skill. He will be clumsy, make mistakes, get dirty, tear clothes, and get hurt—these are all part of the developing process. Scoldings and restricting freedom from activity will not aid, but helpful suggestions may result in more caution and greater care. It is our responsibility to provide opportunities for free activity.

The large muscles of the hips, shoulders, back, arms, and legs develop before the finer muscles of ankle, wrist, and fingers. The gradual development of the finer muscles is shown in the increasing skill with which the two-

three-, four-, and five-year-old drives a nail, pours milk into a glass, uses scissors, washes himself without wetting clothes, and carries dishes with food to the table.

MENTAL ABILITY FROM TWO TO FIVE

Language. As the child develops mentally, the family becomes interested in teaching him to talk. The more varied the activities and the interests of the child, the more rapidly will he learn to use new words. His single-word sentences express an action or a need, as "Drink." Names of objects are learned first, then those of action. Verbs follow nouns. He learns as time goes on to use clauses and connecting words. He repeats phrases he hears and tries to relate them to his experiences. He discovers that words help him to get desired objects and to bring about situations pleasing to him. Language ability differs greatly at five years. Some children are still using simple words and sentences; others converse as well as some adults. This is not due to mental ability alone; the conversations which surround him in his home environment and the community contribute largely. No child of five years should be using baby talk or infantile pronunciation. To help a child to speak correctly, the people around him should speak distinctly to him. The child must be able to hear words correctly before he can sound them correctly.

Encourage him to express his desires in speech instead of expecting to have them anticipated. Let him tell his experiences when in the family group. Play with other children will help the child to express himself more freely.

Participation in home activities, well-planned visits for the four- and five-year-old to the zoo, to the fire



"What a fascinating world!" A big red bug has been discovered under a log on the Nursery School grounds at Cornell University.

station, or to the station to see the trains are experiences which aid in language development. Good literature is a stimulus to intelligent self-expression.

If, however, parents believe that "children should be seen and not heard"; if they, or older brothers and sisters, dominate the young child's activities to the extent of limiting his speech opportunities; if discipline is unjust or severe, so that he is too intimidated or resentful to want to talk; if the family make a baby of him to pet and to keep dependent upon them for their own emotional satisfaction, so that he has no need or desire to develop independent thinking and speech—then language development will be retarded.

Curiosity. The lively curiosity which the young child shows in everything about him makes him a veritable "question mark" between the ages of three and six. Questioning is a quick way to learn about things, and it increases the need for language. He has a real desire

to know what things *are* and what they are *for*. To be denied prompt and correct explanations retards desirable intellectual growth and emotional adjustment to his environment. Do not tell him everything but help him to find out some things for himself.

He attempts to satisfy his curiosity by pulling things to pieces. Children learn by actual touch, as well as by vision and hearing. He cannot be allowed to damage property ruthlessly, neither should he be constantly told "don't touch." Whenever the child can learn by experimenting he should have an opportunity to do so. It is our part to help when he cannot get the information alone. Maybe we can find an old clock for the five-year-old to take apart. We *can be understanding* in our guidance in property rights when he opens cupboards and drawers to see what is there.

To question, "Where do babies come from?" is a natural show of curiosity for the four-year-old. If your answer is evasive, he wonders why he may not know, and through his imaginings may come a feeling of insecurity about himself. It is important that the young child develop a wholesome attitude toward sex; this is only possible if the members of his family have a wholesome attitude. A summer on a farm, or the experience of being around pet animals and their young, helps him to understand about "being born."

Memory. By the age of two years the child has developed a good memory. Memory and habit formation have a close relationship. The regularity of the day's routine aids in memory development. His memory can be trained by members of the family if they do not expect too much of him. Let him deliver simple messages from one member of the family to another: mes-

sages of a few words at two and three years, then longer messages as he grows older. When he returns from play out-of-doors, or from a walk, ask him about the things he saw. Illustrated story-books are valuable because the pictures help him to recall the story.

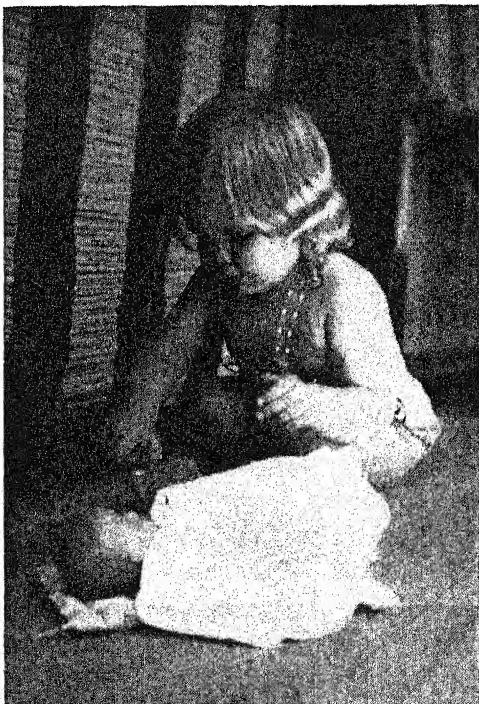
Various means of training memory arise naturally in the everyday life of the child. But it should be remembered that *there is no place in the life of a child for showing off his achievements before visitors*. We can expect a child to know his age at four or five years. He should know his family name at three years. He will probably be five or six years old when he knows his birthday and his address. It is between five and six years of age that the child learns to know the days of the week and to distinguish morning from afternoon. He is usually six before he can tell yesterday from tomorrow.

It is important for the happiness of the child up to six years that members of the family take into consideration the stages of development of memory and imagination before criticizing the accuracy of his remarks.

Imagination. As a child develops mentally, imagination will develop. This mental activity begins at about two years and continues throughout life as a priceless possession which enriches all living. Imagination is a natural mental process, too often suppressed in early childhood through adult lack of knowledge regarding child development. It is important for the members of his family to realize that with the dawning of imagination, objects in his world take on new meanings.

We first notice this new mental development in his play. Chairs become boats, boxes are houses. He is an animal or a truck driver. He will begin to dramatize a

simple story. He may also relate his imaginary experiences as real; maybe because he cannot yet distinguish between fact and fancy. Help him to see the difference. Maybe it is because "pretending" is such a fine game. The family must not be too disturbed about these "stories." Let him see your amusement, let him know that you understand he is pretending. Make it a game by telling a better one than his. Jimmy, age



The "little mother" takes excellent care of her charge, following the example of her mother in the care of little brother.

four, came into the nursery school one morning exclaiming: "I saw a lion when I came to school! A big lion!" Carol said, "You didn't, either." "I did, too, didn't I, Miss Winters?" said Jimmy, turning to the teacher. She smiled and said, "Yes, I saw one too. Come, I'll show you." The children went with her to the main entrance of the college building. Just outside stood a large dog carved from stone. "There is my lion," said Miss Winters. Jimmy looked at her with a twinkle in his eyes. "That's

mine, too." And with understanding and laughter the children went back to the schoolroom.

Never ridicule his make-believe play. Provide him with toys that lend themselves to dramatic play. He may bring an imaginary pet or playmate into his life. It is more desirable for him to have companions of his own age so there is no need for him to call on his imagination for one. It is not well for him to dwell too much in a solitary world of fancy. Sharing his imaginary ventures with others helps him to separate the real from the unreal.

He may relate an experience he has heard as one of his own, or describe real experiences as they appeared to him, but not to an adult. Whether this is recognized as imagination or labeled "lying" depends upon the attitude and understanding of the person who hears him. All who deal with children should know that the various phases of imagination through which the child from two to five years progresses are natural, and that time and growth will take care of the so-called "problems" involved if we handle this mental activity intelligently.

If, however, this child of four or five lies from fear of punishment, we must try to discover what we have done to make him lose confidence in us. Have scolding and punishment been too frequent, too severe, or illogical? To dispel the underlying fear is the important factor now. If it is a boastful lie, then we know we have not helped him to develop self-confidence through achievements. With the adult lies the problem!

Judgment and reasoning. Opportunities for problem solving, the making of decisions, and experiences with things, people, and situations are necessary for the development of judgment and reasoning in the young child.

Allow him to *solve his own difficulty* unaided if there is a possibility that he may succeed with reasonable effort. The success which satisfies the child will not in all cases meet adult standards, but this is a matter of general background; he needs to broaden his experiences. If the solution of his problem is beyond his motor skill, or if his ideas have failed and discouragement is likely to develop, we must contribute the needed physical help, or show him the correct solution and allow him to execute it. Three four-year-olds put a small cart in an inverted packing box, the sides of which were 2½ feet in height. After a time, Joel wanted the cart to haul blocks. He pulled the handle and got the front wheels over the edge, but the two rear ones caught. He pulled harder; he allowed the cart to slip back into the box and pulled again much harder; he tried to lift one rear wheel over the edge—all to no success. He got into the box and tried to lift one wheel over but with no success; he tried the other wheel, but with the same result. Then his big brother said: "You lift that wheel and I'll lift this one." Over went the cart with a bang and much shouting of success.

In allowing a child an opportunity to solve his own problems, we want him to develop habits of concentration, perseverance, and a willingness to attack his difficulties. We do not want him to develop a sense of failure because he was allowed to struggle with problems beyond his mental ability, nor to develop the habit of anger when his desire for success out-balances his motor skill.

The *making of choices* has an important place in the development of judgment. Let the child consciously recognize the fact that he is deciding for himself. He must realize that in making his choice he is *giving up something he wants as well as gaining a desire*. Shall

he buy a balloon or a rubber ball? Shall he take his wagon or his tricycle to the park this morning? A mother said to her five-year-old daughter in a five-and-ten-cent store: "If you spend your ten cents for this tiny doll you will not be able to buy the large crayons you want for rainy days at the shore." Give a child time to make his decisions, help him to have the courage to stand by them. Thus is developed a sense of relative values and, eventually, good standards.

A four-year-old child is capable of planning his work—the materials he needs, what to do first, how to proceed. He understands cause and effect. Jane, age four years, two months, was building a house with cardboard shoe boxes for her paper doll family. "I'm going to play in the garage," she called to her mother, "because the wind blows down my house every time I build it."

In this same way a child chooses to become cooperative or uncooperative, truthful or untruthful, with the aid and accompanying approval or disapproval of the members of the family in which he lives.

EMOTIONAL DEVELOPMENT FROM TWO TO FIVE

It is of the utmost importance to a little child to be wisely guided through his various experiences. As the child reacts emotionally to the experiences of the day, so he builds up his habits of behavior or conduct, and eventually his personality, his approach to life. Some of the important emotions affecting present behavior and the developing personality are fear, jealousy, anger, and affection.

Fear. Fears are rather common in the child from two to four. His broadening experiences, his developing imagination, the attitudes of people he contacts, and the



Music. Above, the violin and bells attract attention. Below, the piano is investigated. (Upper pictures by courtesy Temple University Nursery School, Philadelphia.)

more complex situations in which he finds himself—these things all tend to give him a sense of insecurity. All who have anything to do with young children should know that they acquire fears from experiences in their environment. If they hear others tell of their fears they may begin to fear the same thing. An overcautious adult may cause a child to be fearful where no real danger exists.

The best way to keep needless fear from a child is to have each member of the family realize its bad effects. Teach a child to be cautious regarding deep water, fire, and strange dogs, but not to be afraid of them. Avoid telling him that the "bogie man" will get him if he is not good. Do not threaten him with the policeman. Teach him that the police are his friends and to go to them for help. It is cruel and harmful to tell a child you do not love him if he cries during his physical examination, or on any occasion which embarrasses you. You need to question yourself as to why he fears the doctor or refuses to have all of his clothes off. Never say you will go away and leave him if he disobeys. This creates a feeling of insecurity with resulting fears and prolonged anxiety.

If a child is seriously afraid of some definite object or situation, help him to see there is no cause for fear by gradually building up pleasant associations with the situation or object feared. Do not *laugh at* his fears. You may *laugh with* him regarding them when he feels secure in your understanding of his fear. Do not scold him or call him stupid. This may cause him to repress his fear and we want him to be able to overcome it by talking about it. A child who is afraid is unhappy and uncomfortable. He may become timid, nervous, untruthful, and eventually lack self-confidence, courage, and self-

respect. Fear may affect his appetite, impair digestion, and cause a complete physical upset. The child greatly needs to feel secure in his parents' love during these developing years.

Anger. The angry child may sulk, fight, scream, kick, pout, hold his breath, or refuse to carry out requests. His reactions greatly depend upon what satisfaction he has been able to secure through his display of anger. A five-month-old baby may be expected to push away his cereal, but a three-, four-, or five-year-old child who angrily refuses his food has not been guided by his family to attain average emotional development. Someone has given in to him when he first refused to comply with routine responsibilities, and so he has learned to meet his difficulties with anger, or he has not had wise guidance in learning emotional control.

Some display of anger is sure to occur in the normal, happy, and healthy child who has had the greatest understanding. But the older members of the family group must help the young child to control his anger, so that he does not meet all difficult situations that come his way with a burst of temper. He will be greatly influenced by the example set by the other members of the family in this respect. The child who does not learn to control his temper grows to be an unhappy, inadequate adult, who will often be miserable himself and make other people unhappy as well.

At about three years, or between three and four years, many children pass through a natural stage of contrariness. It is about this time that the little child becomes definitely aware of himself as a real person, and he tries to see just how independent he can be.

If told *not* to do a certain thing, he is sure to do it. Avoid as much as possible negative suggestions, such as

"Don't do this" and "Don't do that." Keep him actively interested. Ignore him when a contrary fit is coming on. Give few commands, and see that there are minimum occasions for contrariness. Children are naturally responsive and cooperative.

A kind, sympathetic manner goes far in helping a child to develop a pleasing personality. All members of the family should be sure that they are able to control their own anger impulses before helping a little child to do the same. Scolding, nagging, losing temper, and shaking the child do not help the situation.

If he is frequently irritable, the child should have a complete physical examination. Nervous fatigue may be the cause, or he may be worried, afraid, or jealous. The happy child has happy thoughts, and chronic anger has no place in his day. Sometimes an older brother or sister teases a child to the point of anger. Everyone should be able to take an occasional teasing with good humor, but this sort of thing is frequently overdone.

Temper tantrums. Temper tantrums in the three- to five-year-old mean unwise guidance. The child has learned to dominate the family by his bursts of anger. At this age a child should have learned that all his wishes cannot be granted. But any unnecessary thwartings of his physical, mental, and emotional *needs* should have been avoided. Social isolation is the best way to handle temper at this age. Exclude him from the family group or play group by simply stating that he is not wanted while screaming. State that you will be glad to have him when he has finished. Try to discover the real *cause* for outbursts; then remedy it. *Why* he acts this way is the important factor.

Never allow a temper tantrum to place the child as the

center of attention; never grant his wish; never bribe him to stop; remain calm, impersonal, and indifferent.

Temper tantrums may be caused by constipation. A constipated child is irritable. Secure daily elimination. An overstimulated nervous system and extreme fatigue are also causes of temper tantrums. Giving him a tepid bath and putting him to bed in a quiet, darkened room is the treatment.

Jealousy. Jealousy is a very harmful emotion in child or adult. It may be aroused in a child as young as one year. Parents, brothers, and sisters should not deliberately show affection for each other just playfully to arouse jealousy, and perhaps thinking the little one cute in his display of jealousy.

Neither should the tiny new baby come into the family group without the youngest child being prepared for the arrival of his baby brother or sister. After the new baby's arrival, he should continue to receive more show of affection than before, so that he has no need to feel neglected. Let him share the care of the baby, so that he feels possession instead of resentment.

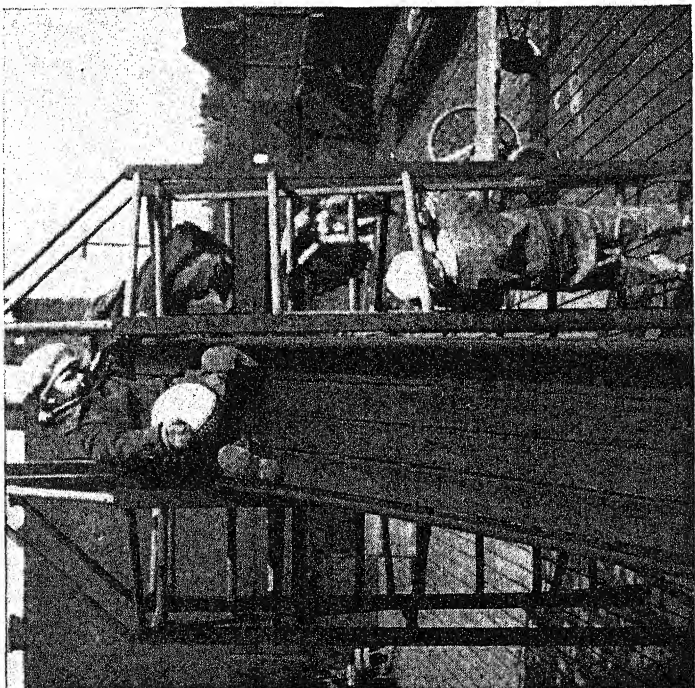
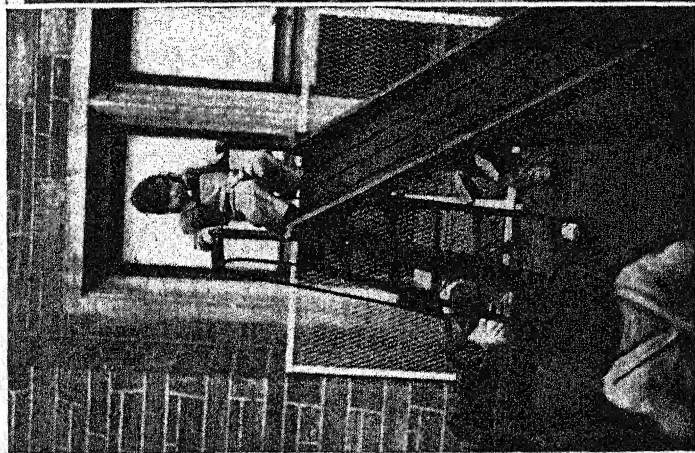
The various members of the family should provide opportunities for the runabout child to find a variety of interests outside of himself. Avoid impressing him with his own importance, and be just as careful to avoid calling attention to his shortcomings. Teach him to share his toys and pleasures; if unselfishness is learned early in life, there is little room for jealousy. Help him to secure sufficient success in his undertakings to build up his self-confidence; give him love and deserved approval so that he does not feel inferior or inadequate. Let him feel sure he is wanted and that he has a place in the family group.

Affection. An affectionate, friendly child will make his way, and will show ready sympathy for others. It is unwise to allow a child to display excessive affection for any one member of the family, nor should he be allowed to look toward any one of the family for an excessive show of affection. A wholesome display of affection based upon a true spirit of kindness and courtesy will establish the proper give-and-take in family relations. A child learns this most easily through example. It must be remembered that every child needs the security which comes as a result of knowing that he is loved and wanted.

Parents must help a child to get along without them. This independence can be developed by allowing him to try to feed and to dress himself when he first becomes interested; to play alone without being hindered with adult suggestions; to be allowed plenty of wholesome activity with playmates of his own age. He should be allowed to perform certain household responsibilities, as bringing in the newspaper, and to be away from home on short visits without his parents. Mothers, fathers, sisters, and brothers should realize that this child is not their plaything, nor an outlet for their emotional satisfactions, but rather, an individual who must learn to take responsibilities, to make decisions, and gradually, through wise love and guidance, to live an independent life of his own.

SOCIAL DEVELOPMENT FROM TWO TO FIVE

Association with other children. As the child from two to five broadens his experiences, he learns to respond to other people; gradually he learns to adapt his behavior to the desires and needs of others. It is essential that



The two-and-a-half-year-old needs courage just to go down the slide (left). The three-and-a-half-year-old goes down with confidence carrying the big ball (right). (Courtesy Temple University Nursery School, Philadelphia.)

we do not use adult standards to judge the young child in his relations to others. Association with children near his own age gives the young child opportunity to be interested in their activities, to show this interest, and finally to do things with them constructively. They form strong likes and dislikes for other children and frankly express them. They have a kinship with, and an understanding of, one another which forms a basis for social relationships. Disapproval, or approval, of a comrade brings about a desired change in conduct more quickly than that of an adult. Three-year-old Jane had been in the nursery school only five days when cabbage was served. As she was leaving it untouched the teacher said, "Try some cabbage, Jane." Jane did not act on the suggestion but presently asked Jimmy, "Do you like cabbage?" There was no response, for Jimmy was talking to Paul about the garage they had built. A second and a third time she put the question. Finally Jimmy turned to her and replied, "No, but I eat it. Eat yours." And she did!

At the age of two years, or certainly three, it is advisable for the child to have daily contact with contemporaries. This is the time in his life when he can best begin his social weaning from home protection and family indulgence. This weaning must be gradual, so that he can gain personal independence and social responsibility. He must learn to live in a world of people with happiness for himself and satisfaction for others.

Parent behavior. If one or both parents constantly indulge the child by granting all desires, by leaving undesirable behavior uncorrected, and by refusing to acknowledge that the child needs guidance in habit formation; if a parent so dominates all the activities

that the child has no ideas of his own and is too timid to participate in experiences alone; if a parent absorbs all of the affection of a child, so that the child is unhappy when away from the adult—then the child's social growth and social behavior will be retarded, and it will be impossible for him to "grow up" emotionally, which is basic to social development.

CLASS ACTIVITIES AND HOME PROJECTS

1. Guide a younger child in the family in learning to feed himself.
2. Observe children at play on the streets and in the playgrounds. What activities help to develop the larger muscles?

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CHAPTER 12

FOOD FOR HEALTH AND HAPPINESS

PROBLEM

What foods and food habits are essential to the development of the child in the one-to-five-year period?

SUGGESTED ASSIGNMENTS

1. What are the food requirements for the child from one to two years? From two to five years?
2. How would you go about giving carrots to Mary-Ann for the first time? What would you do if she expressed a dislike? If she continued to express distaste whenever carrots were served, what would you do?
3. Why do some children refuse to eat certain foods? Give illustrations.
4. Give some important rules to remember in building good food habits.
5. What food habits may be expected of the five-year-old?
6. Do you know any persons who have food dislikes—members of your family, or other persons? How do they act when these foods are served? What treatment on the part of other members of the family will help them to overcome these dislikes?

STUDENT REPORTS

The equipment which is desirable for feeding the runabout child. Illustrate with pictures.

The proper cooking of fresh vegetables in order to retain the minerals and vitamins.

The part food plays in growth and health. It has been estimated that a large percentage of our American school children are undernourished. Malnutrition is more serious in children than in adults, because children are still growing, and poor food habits prevent their bodies from developing normally. A normal child is very active, and for that reason he must have a sufficient amount of the right kinds of food to meet his growth needs and his activity needs. Children are more often thin and undersized from eating the wrong kinds of food than from not eating enough food.

The average baby at birth, you will recall, weighs 7 to 8 pounds and measures 20 inches; and at one year the weight is about 21 pounds and the height 29 inches. At six years, when he enters the first grade, he weighs about 41 pounds, and the crown of his head is somewhere near the 43-inch mark on the measuring rod. This shows a steady increase in weight and height, which is one of the best evidences of a well-nourished child.

Factors which affect growth. Sleep, rest, and physical condition have much to do with good nutrition and proper growth, but it is the food which plays a major part. Foods contain nutrients similar to those of which our bodies are made, and if a child is to grow as he should, weigh as much as he should, and have a good digestion, he must get from the food he eats all of



A very young gentleman has a quiet dinner hour with his mother.

the nutrients which the body needs. To give the body the right amounts and the right kinds of materials, it is necessary to learn to eat a variety of foods.

It is important that every child should learn to eat the right foods during the first five years of life. During this period the foundations are laid for normal growth and health. To make this possible for young children, the older members of the family must do their part by preparing the right kinds of food attractively, by setting an example in eating these foods themselves, and by steering family discussions away from food.

FOOD NEEDS FOR THE SECOND YEAR

In the second year the child will continue to eat the foods started in the first year but with some additions. A great variety of foods is not necessary in this year; it is, however, important that he learn to accept *new* foods. The diet must be planned to meet the needs of the individual child in relation to his growth and activities.

Milk. The important food throughout this year will be milk. The diet is usually based on one quart of whole milk, as it supplies the protein need of the body for tissue building. It also provides calcium and phosphorus for teeth and bones, and fat for energy. Some nutritionists and physicians advise less than a quart for certain individual children in the second year, if there is adequate calcium and phosphorus provided in the diet.

The child will drink from 6 to 8 ounces at each of his three meals, and the remainder can be used with cereal, milk toast, or desserts. More than a quart of milk should never be used, as the stomach has a certain capacity and

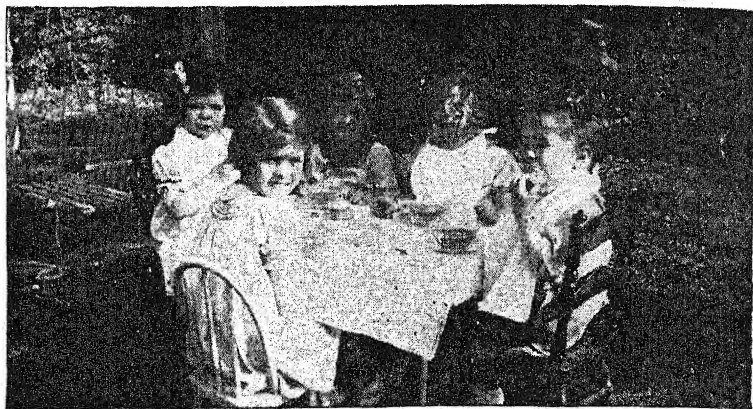
provision must be made for necessary vegetables, fruits, and cereals.

Cereals. Those made from the whole grain, such as oatmeal and some of the farina or wheat cereals, are best. They should be thoroughly cooked and served with some milk but no sugar. Sugar satisfies the appetite quickly, and then other foods are not enjoyed and may be refused. The sugar habit grows; more and more sugar will be demanded by the toddler who learns to eat sweetened foods. Candy and cake are not given to the child under two years, since the sugar content of vegetables and fruits, if properly prepared, are satisfying.

Eggs. One egg yolk or one whole egg is served daily unless the physician has included certain meats in the diet, in which case egg may be alternated with meat. The egg may be served for breakfast and the meat at the noon meal for some children; egg yolk and meat supply iron and vitamins. Some physicians and nutritionists do not recommend the egg white until the child is two years old.

Fruits. Fruits should be served twice a day if possible. In addition to the fruits served in the first year, the child may now have pineapple; fresh ripe peach juice, thoroughly strained; fresh ripe pear sauce; ripe apple, scraped; stewed pears, peaches, or apricots. Avoid the skin of all fruits.

Vegetables. Green leafy vegetables should be served three or four times a week. The two-year-old may have spinach, lettuce, beet tops, cabbage, asparagus. Some physicians allow certain children turnip tops, dandelion greens, and Swiss chard. Other vegetables to be eaten are peas, carrots, string beans, baby lima beans, squash, cauliflower, and celery. Vegetables should be served



Today Danny is three years old. For his birthday party he has apple sauce and spongecake with powdered sugar icing.

once or twice daily; green leafy ones, whenever possible. The potato, baked or boiled in the jacket, and mashed with a little milk and butter, has its place in the diet but must not replace green vegetables. It furnishes vitamin C, iron, potassium, a generous supply of calories, and is easily digested.

Vegetables should be cooked to retain the minerals and vitamins. Minerals are generally dissolved in the water, and vitamins are lost by long cooking, or by cooking with baking soda in the water. Vegetables must be cooked without soda, in as little water as possible, and only until tender.

Meat. Meat and fish supply protein, minerals, and vitamins. Meat must not be eaten in place of vegetables or milk. Only small servings are given three or four times a week. Tender beef, lamb, chicken, and liver—broiled or roasted—are served finely minced. Larger pieces may be served as the child's ability to chew in-

creases. Veal, pork, and ham are not served to the child under six years.

Cod, haddock, and halibut contain little fat and are the best to serve at this age. Fish may be steamed, boiled, or baked. It must be perfectly fresh.

Desserts. Stewed fruit, junket, baked custard, gelatin, rice pudding, corn-starch pudding, and fruit whips are suggested. Very ripe bananas and oranges, chopped small and combined, are enjoyed. Icing on cake and very sweet desserts are not served.

Bread. Bread is toasted until dry and served without butter. Hard bread and dry toast encourage chewing and increase the circulation of blood in the gums. Use bread thirty-six hours old. Crackers may be given with dessert occasionally, but not between meals.

Butter. About one teaspoon of butter spread thin on bread, or mixed with mashed potato is sufficient. The same kind of fat is provided in whole milk.

FOOD REQUIREMENTS FROM TWO TO FIVE YEARS

The daily diet of the well child from two to five years contains a quart or less of milk and other required protein foods; raw and cooked fruits and vegetables, twice daily; potato once; cooked cereal at least once; stale bread; butter; and simple desserts. Cod-liver oil is part of the day's dietary throughout the first five years.

Proteins. The protein foods are essential in building and repairing tissue. They also contribute to the supply of energy and act as a regulator of body processes. The important protein foods for the child from two to five years are milk, meat, fish, eggs, and occasionally cottage cheese.

Milk is served in foods and as a beverage. The amount may be a pint and a half to a quart, depending upon the

doctor's recommendations for the particular child. The usual healthy child thrives on a quart daily, and this quantity is generally recommended. For the child with a small appetite and a dislike for vegetables, less may be used.

Eggs. One whole egg is served daily. It may be coddled, soft- or hard-cooked, poached or scrambled, but never fried. It is sometimes substituted for meat at the noon meal or used in dessert.

Meat or fish is recommended once a day by some nutritionists and physicians; by others, three or four times a week. Beef, lamb, chicken, liver, cod, haddock, halibut, and bacon are used. These are broiled or roasted and cut into pieces which the child can chew with ease and enjoyment.

Carbohydrates. These foods supply heat and energy for the body. They are the foods which contain starches and sugars. The foods in this class which supply the greatest amount of heat and energy for this age child are cereals, bread, rice, and potato. Fruits and vegetables add some.

Cereals making the greatest contribution are the whole-grain ones. Oatmeal is preferred; it should be thoroughly cooked, but not strained. If a cooked cereal is served at supper, use rice, cornmeal, farina, pettjohn or cracked wheat for a change. For the older child, Shredded Wheat or cornflakes once or twice a week may lend variety. Cereals are still served without sugar but with plenty of top milk. Do not try to add flavor with the use of sugar. Prepare a cereal of good consistency and texture, and season with a pinch of salt. With a hearty appetite and cheerful companionship, the normal child will enjoy a bowl of cereal as a main supper dish.

But put sugar on it once—just for a treat when you are feeling particularly indulgent—and you have started something difficult to stop—the beginning of a sweet tooth.

Bread which is at least twenty-four hours old is thinly spread with butter or toasted and served dry. If sufficient milk, eggs, fruits, and vegetables are served daily, white bread may be used sometimes. If iron is needed in the diet, *whole-wheat bread should be used exclusively*. Dry toast and hard bread help to develop mastication and good teeth.

Fruits and vegetables are important for their supply of minerals, water, vitamins, and roughage. These are needed for growth, for repair and building of body tissue, and for the body processes. Dark green leafy vegetables are good sources for vitamins A and B. Raw fruits—such as oranges and grapefruit—raw tomatoes, carrots, and cabbage are rich in vitamin C.

Any vegetable cooked until just tender may be given. Corn and dried beans should be strained. Baked beans are not served to the child under six. Vegetables should be cut in sizes easy for handling and for mastication. They may be seasoned with a little cream, milk, or butter and salt—nothing else. There should be two servings of vegetables daily in addition to one of potatoes. Cucumbers, radishes, and green peppers are not for children.

Raw vegetables may be served at the noon meal occasionally. Chopped lettuce or grated carrots used as filling for whole-wheat bread cut very thin are enjoyed by the child. Carrot strips or a leaf of lettuce may be served.

Berries are the only cooked fruit that should not be given. The juice and pulp of berries can be strained out

if desired. Thin slices of very ripe raw apple, peach, and pear are allowed. Orange, lemon, grapefruit, or tomato juice should be given daily. The vitamin C in citrus fruit is contained in the pulp. Vitamin C in orange juice decreases with standing. Twice the amount of tomato juice must be used when substituted for orange juice.

Desserts. Fruits and simple desserts hold first place. Simple cookies with little fat, and spongecake are given occasionally. The active four- and five-year-old may have both fruit and a cookie, or fruit and a piece of spongecake for dessert. Oatmeal and cornflake cookies are enjoyed; so are graham wafers, whole-wheat wafers, and animal crackers. Whole-wheat bread with jelly, jam, or honey is a treat.

Foods to avoid in the regular diet. Candy had better be omitted. It is too concentrated, and if taken between meals will disturb normal digestion. A small piece of molasses candy after dessert is the acceptable thing if candy is allowed on rare occasions. Raisins and dates may be used sparingly for dessert—never between meals.

No tea, coffee, nor strong cocoa; no hot biscuits, waffles, pies, rich puddings, and no fried foods are given to this age child. The fruit or custard fillings for the family pie may be baked in a small ramekin for him.

PLANNING THE MENU

Not only must we plan to meet the needs for adequate nutrition, but also to have the meal acceptable to the child. He is influenced in his acceptance by color, as well as by texture and flavor. A dinner of scrambled eggs, mashed potatoes, and cauliflower is not appealing. Only one pale or white food should be served at a meal.

An acceptable plate would contain scrambled eggs, green string beans, and baked potatoes.

He is learning to chew food, and mastication is not easy for some children; so only one chewy food, such as meat, buttered beets, or string beans, should be in the same meal. Studies made of foods acceptable to him show that crisp textures—such as melba toast, carrot strips, raw celery, and crisp apple slices—are favored. It is recommended that a crisp, a soft, and a chewy food be included in every meal. A strong flavored vegetable should be served with a mild flavored one rather than two strong or two mild flavored at the same meal.

SOME REASONS WHY YOUNG CHILDREN REFUSE TO EAT

Because of poor example set by adults in family. It is one thing to be well informed as to the best foods for body growth and the maintenance of health, but to feed these foods successfully to the members of a family is quite another matter. It is not rare to hear a young mother say, "I simply cannot induce Peter to eat the vegetables he should, but for that matter I never eat carrots nor cabbage myself." Said little Sue's sister, "The hardest job we have is to make Sue eat; we have done everything suggested, but it always ends in mother's patience flying out of the window, and Sue getting punished. I'm ashamed of it, but often I find myself just shouting commands to eat."

These young people would have been surprised if told that their own attitudes had much to do with the youngsters' refusals. Many adults think that children only refuse to eat if they are ill, or if they do not like the taste of the food offered. These are two reasons; but there are others. We have said before that example

plays a large part in the learning process. If big brother John, who goes to high school, refuses the spinach, and father says, "No carrots for me, please," how can little Sue be expected to want them?

Physical condition is another factor. Constipation, adenoids, or abnormal tonsils may cause a lack of interest in food. The child may not be getting enough fresh air nor sufficient active exercise in his play to stimulate an appetite.

In order to attract attention. One of the greatest mistakes made is to discuss the child's food dislikes, and those of the family, in his hearing. This gives him a feeling of importance. The fact that he does not want to eat is important enough to be talked about! The child likes attention. If he can get it by not eating at meal times, he will not eat, particularly when he knows that he can get food for the asking later in the day. Constantly worrying and fussing during the meal hour to induce the child to eat is just another way of making a child realize his power. He likes to have the older folks concerned with his affairs instead of absorbed in their own.

Because of emotion. Five-year-old Mary is deeply engaged in putting her doll to bed. Big sister calls, "Come to supper right away." Little Mary quickly pulls the dress off one doll, tucks covers over another, when lo! big sister swoops down: "Didn't I tell you to come to supper?" and walks off pulling a crying, fighting, or brooding Mary.

Fear, anger, and excitement are known through science to stop the secretions of the digestive tract. Is little Mary in any condition to enjoy, digest, and assimilate food? In this mood she may even form a dislike for



Only three, but very "grown up" at this birthday party. (Courtesy Merrill Palmer Nursery School.)

the bowl of bread and milk offered, because she was emotionally upset on coming to the meal.

BUILDING GOOD FOOD HABITS

How to serve. The food should be simple, well seasoned, and attractively served in not too large amounts. A plate too full of food is a task which some children cannot even attack. Learn the correct portions for children of different ages, and for the child concerned; then be consistent in using them. Serve even smaller portions of foods which are not well liked, until the child has learned to accept them.

New foods should be offered when the child is hungry and the entire situation favorable. A bite or two at introduction is worth a word of approval. If the food has not been well accepted, wait a week to offer it again.

Then do so with no comment. The attitude with which food is presented has much to do with its acceptance. Compelling him to eat food will cause food refusal. He should learn to eat without coaxing, urging, or constant reminding. It is the mother's responsibility to see that the meal and the mealtime are conducive to eating, and that the child has plenty of happy companionship and outdoor play to build up an appetite. She should also hold to regular meal hours and no food between meals.

Equipment to use. Let the equipment at mealtime be suited to the child, the feet resting on a support, and the chair of such a height as to bring the forearm on a level with the table. If you cannot find a special chair, use blocks or a platform to raise an ordinary chair. For the child in the second year who is just learning to feed himself, let the table covering be oilcloth, and the floor covering where he eats of a material not soiled by the spilling of food, because spilling will surely occur. The child needs a small spoon which he can handle successfully. It has been recommended that he hold the spoon in his fist so that he will use the movement of the large muscles of the arm and shoulder, and not the movements of the fine muscles of the hand. An attractive bowl with high edges will be helpful in getting the food on the spoon. The child of two years and six months will enjoy milk that he has poured from a small pitcher into his own small glass. This should not be considered pampering or indulging the child. By this means he learns muscle control and resourcefulness.

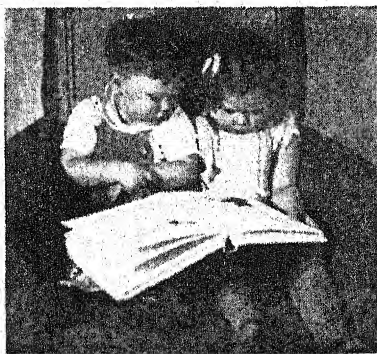
It is best to have a child eat alone until he has learned to feed himself, to accept the meal hour and the food served as a definite part of the day's routine. Here he has less chance to ask for adult food, to demand atten-

tion, or to receive undue attention. When he is ready to come to the family table, only one person should be responsible for him. No suggestions or remarks from others should be permitted. He should not be required to remain at the table when he has finished his food. The pleasant family interchange of the day's events weary him.

State of mind to create. Mealtime should be a happy time. The state of mind in which the child comes to the meal is important. Give him enough time to bring his play to a point where it can be left with a certain sense of completion; and see that between the washing of the hands and the meal there is about ten minutes for a rest—just a few minutes for relaxing in a roomy chair, on a couch, or on a soft rug. Unless the person who serves the meal and who remains in the room to give needed help is in a cheerful mood, the meal will hardly be a success. But it is wise for the server, whether mother, sister, or aunt, not to give undivided attention to the child.

Place the food on the table; do not hurry him; do not nag, scold, nor bribe him to eat. Give helpful suggestions, such as: "Eat some of the carrots; they are better warm." "Push the food toward the middle of the plate; then it can't spill." "When I eat tapioca, I take this much on a spoon; then I do not get it on my cheek or dress." Talk occasionally about his play, when he has learned to accept the business of eating. The two-year-old is absorbed with the manipulation of eating, while the four- or five-year-old can eat *and* talk. It is not necessary, nor advisable however, to keep up a constant run of conversation.

Try to show no worry or to be concerned if he does



Provide ten minutes for relaxation before the noon meal.

not eat all of the food, but see that some of each of the foods served is eaten. If the main meal is not all eaten, serve no dessert; let that be understood from the start. It is not wise to emphasize the dessert by giving it any particular importance in the meal, but it should be plain that we do not go on to dessert until the main

plate is empty. Twenty to thirty minutes is sufficient time for breakfast and supper, and thirty to forty minutes for dinner. At the end of that time remove the tray, whether the food is eaten or not. The meal is over. Don't talk about it. The next important step is that no food is given from that meal until the next, no matter how much it is requested. If he has plenty of water he will not suffer physical harm. It is necessary that the adult remains calm, consistent, gentle, helpful, but firm.

Many parents and older brothers and sisters prevent a child from realizing that there are only definite and regular times in a day to eat, because they themselves eat between meals and give food to the children. If the child has not eaten dinner, and asks for food before the time for the next meal, give him a drink of water and tell him that it is not time to eat. Then start the child off with a favorite game. If you are tempted to say, "I told you to eat all of your dinner," leave it unsaid. Allow the child to draw his own conclusions. Older people have been slow to realize how discerning is this child

under six years, whom we love to fondle and consider a baby.

Points to remember in building good food habits. The main points to remember in helping a child to form good food habits are: serve simple, appetizing, attractive food in correct amounts at *regular periods in the day*. Allow no food between meals. Let it be understood that we eat all food put on our plates. The mealtime is to be a pleasant one, free from scolding, threats, bribes, or evident worry on the part of parent, big sister, or brother—whoever is serving the little one's food. A tired, angry, or worried child will have but little appetite for food. There must be no discussion of food dislikes before the child; finally, all members of the family should train themselves to good food habits.

Some good food habits to establish at five years. The child at eighteen months can feed himself with a spoon, but we must expect that some food will be spilled. Many children are careful eaters even at this age.

By two years the average child should feed himself, using a spoon and a small fork (a salad fork with broad tines is preferable), and should spill very little food. We can reasonably expect the child to have made the following progress when he reaches the fifth birthday:

- (1) Mouthfuls of suitable size.
- (2) Food thoroughly chewed.
- (3) Food eaten in an unhurried, businesslike manner.
- (4) Mouth empty of food before taking a drink.
- (5) All food eaten that is served.
- (6) Food eaten only at mealtime.
- (7) No food refusals.

MENUS FOR THE CHILD FROM EIGHTEEN MONTHS TO FIVE YEARS

The following suggestive menus are typical of those used in the present-day nursery school. The noon meal is provided by the nursery school. The breakfast and the supper menus are given weekly to the mothers, so that they may cooperate with the nursery school in providing an adequate well-rounded diet for the child.

SUGGESTED MENUS FOR NURSERY SCHOOL¹

<i>Breakfast</i>	<i>Dinner²</i>	<i>Supper</i>
prunes Wheatena with milk buttered toast milk to drink	stewed tomato meat loaf mashed potato lettuce toast milk peanut butter sandwich fruit cup	milk toast baked apple hard cookies milk to drink
orange juice oatmeal with milk buttered toast milk to drink	scrambled eggs mashed potato string beans toast milk cress sandwich apple sauce	oatmeal lettuce sandwich apricots milk to drink
stewed apricots Mead's cereal with milk buttered toast milk to drink	liver mashed potato beets celery toast milk carrot sandwich Spanish cream	creamed spinach toast sliced banana milk to drink
sliced banana Pettijohn with milk buttered toast milk to drink	creamed bacon carrots lettuce baked potato toast milk apple sandwich prunes and apricots	poached egg on toast apple sauce milk to drink
apple sauce Ralston's with milk buttered toast milk to drink	salmon loaf mashed potato spinach toast milk prune sandwich banana cup	vegetable soup toast custard milk to drink
2:30— $\frac{1}{2}$ cup orange or tomato juice		

¹ For amounts see: Mary S. Rose, *Foundations of Nutrition* (Rev. ed.: New York: The Macmillan Company, 1938).

² 1 teaspoon cod-liver oil.

General Suggestions and Menu for Week End³

Wherever possible maintain the same routine over the holidays and on Saturday and Sunday as through the week. Continue to give the main meal of the day at noon, supplemented by a light supper. Avoid all between-meal feeding.

<i>Breakfast</i>	<i>Dinner⁴</i>	<i>Supper</i>
orange juice hot cereal with milk toast milk to drink	2 tbsp. finely cut meat or fowl (liver recommended for one dinner) potatoes 1 other vegetable (preferably green) whole-wheat bread sandwich simple dessert milk to drink	creamed vegetable soup or cooked cereal with milk milk toast or egg stewed fruit milk to drink

³ For amounts see: Mary S. Rose, *Foundations of Nutrition* (Rev. ed.; New York: The Macmillan Company, 1938).

⁴ 1 teaspoon cod-liver oil.

CLASS ACTIVITIES AND HOME PROJECTS

1. Make a diet list for the child in the second year. Do the same for the two-to-five-year-old.
2. Prepare a breakfast, dinner, and supper tray for a three-year-old.
3. If it can be arranged, take the responsibility of feeding a runabout child for a few weeks.

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CHAPTER 13

SLEEP AND ELIMINATION CONTROL

PROBLEMS

How are good sleep habits formed?

What physical and psychological factors are involved in achieving elimination control in young children?

SUGGESTED ASSIGNMENTS

1. What conditions are conducive to sleep?
2. How much sleep is needed by the one-year-old, two-year-old, four-year-old, six-year-old, ten-year-old, and the high school boy or girl?
3. Both the mind and the body must be prepared for sleep. How is this done?
4. Fathers often play and romp with children just before the children are put to bed at night. How does this affect going to sleep?
5. We sometimes see young children at the movies. What effect will this have on sleep habits?
6. In what ways do children resist sleep after they are in bed? How may this build bad habits?
7. At what age approximately may we expect the dry habit to be established? What guidance is necessary?
8. In order to achieve satisfactory daily elimination of the bowels, it is necessary to understand and act upon the principles of habit formation. How should one proceed?

The importance of sleep. Sleep builds by conserving the child's strength and energy to meet the demands of physical and mental growth. It is essential to proper development in the first five years when growth is rapid. Lack of sleep is one of the foremost causes of malnutrition. Adequate sleep is necessary all through life and particularly during adolescence, which is also a period of rapid growth. If good sleep habits are formed in the first five years, we may expect them to continue under ordinary conditions.

AMOUNT OF, AND CONDITIONS FOR, SLEEP

Amount. During the last months of the first year the child has been having at least sixteen hours of total daily sleep. Now the one-to-two-year-old needs *at least* fourteen to fifteen hours; the two-to-four-year-old, thirteen to fourteen hours; and the four-to-five-year-old, twelve to thirteen hours. There is a wide individual variation in the amount of sleep needed. As the child grows older, the total amount of sleep gradually decreases. This decrease is in the nap. Studies have shown that children get less sleep than is recommended. Six, not later than six-thirty, should be the bed hour for the child under five years. The later children are put to bed, the longer it takes them to go to sleep.

Conditions which are poor for sleep. Although we do not want conditions too ideal for sleep, there are conditions under which it is almost impossible to acquire good sleep habits. For example, crowded living quarters, where large families are housed in two-, three-, and four-room apartments present serious difficulties. This is a social and economic problem, and America should take steps to eliminate overcrowded living quarters.

Even in spacious homes conditions may exist which are unfavorable to wholesome sleep. The room in which the child sleeps may be poorly ventilated or too hot. Too many covers or too heavy covers cause restlessness. More children suffer from too many covers than too few. Night clothes and bedcovers should be regulated to room and outdoor temperatures. On the other hand, a sudden change in the weather may find the child with insufficient covering. A sleeping bag made of light-weight wool material keeps him covered on cold nights. Never use rubber pants on the child at night. To determine whether a child is warm enough to sleep, feel his feet and hands. Cold feet are not conducive to sleep.

Conditions which are conducive to sleep. A child is enjoying good, wholesome sleep when the body is thoroughly relaxed with the legs straight and the arms at the sides. The breathing should be regular and through the nose. A schedule, carefully observed, for feeding, sleeping, bathing, and exercising is essential in establishing regular sleep habits.

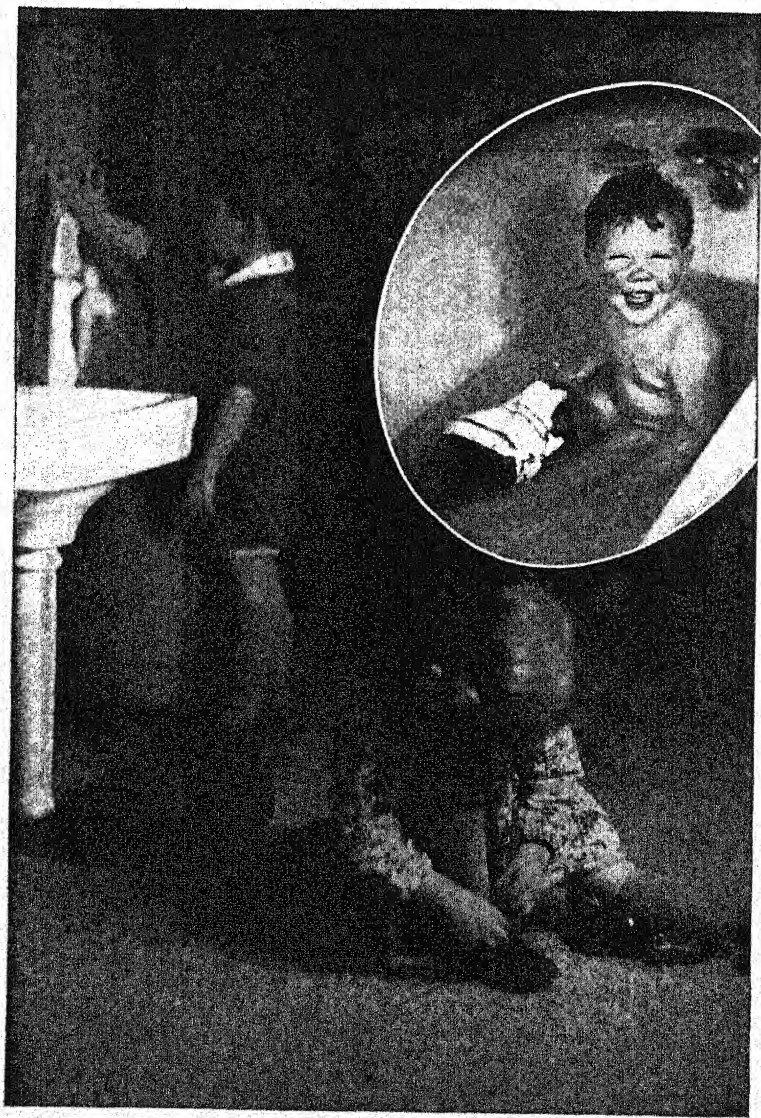
Favorable physical conditions should be provided—such as sleeping alone, fresh air, a firm mattress, no pillow, not too many covers, not too strong light in the daytime, and no artificial light at night. It is not necessary to darken the room for daytime sleeping, nor is it necessary to preserve absolute quiet. If sleep were dependent upon ideal conditions, the habit could be easily broken up whenever the usual routine of the household is disturbed. Giving the child nipples or anything else to suck, rocking him to sleep, allowing him to hold a particular favorite toy, or having someone lie down with him, only help to build the habit of not being able to go to sleep unless these conditions are present. This

hinders self-reliance. It is unwise to allow him to become dependent upon any one thing. Relaxation in bed is the only stimulus for sleep which the child should need. The ability to relax will be of life-long value.

Preparing the child's mind for bed. The child will not go to bed readily if he is emotionally aroused. Any kind of excitement just before bedtime—such as too strenuous play, exciting stories, too many visitors, plans for tomorrow, or a trip to the movies—is unwise. He should understand that bedtime is quiet time and that he goes to bed for one purpose only and that is to sleep. This prohibits all distractions. No pillow fights or other excitement should be permitted.

The adult dealing with the child at bedtime should make going to bed a pleasant thing to do. The voice should carry a note of finality when announcing the bed hour, so that the child does not form the habit of teasing to stay up a little longer. Do not hurry him in preparation, nor allow him to dawdle. Give him time to satisfy his needs and to be comfortably and contentedly settled in bed. After all his physical needs—such as a glass of water and a trip to the bathroom—are satisfied, make the last "goodnight" a gentle one, but firm and final. He should understand from the beginning that after goodnight is said, it will be useless to try to get attention and ward off sleep by asking for a drink of water, jumping out of bed, singing or talking, asking to go to the toilet, or saying, "I just want to tell you something."

If children are well and not overstimulated, they will relax readily and should be asleep from twenty minutes to one-half hour after going to bed. It is essential to accustom the child from early infancy to sleeping without a night light. He should never be threatened with



Equipment conveniently placed and of proper size makes self-reliance possible. *In circle*, Johnnie sails his boat after the business of bathing is finished. (Courtesy Child Development Institute, Columbia University.)

the bogey man, bears, or a policeman. This causes a fear of the dark and of being left alone, which not only destroys good sleep habits but fills his mind with false ideas. He has a natural feeling of aloneness as the time to say "goodnight" approaches, and needs to be given a feeling of security.

Naps and daytime rest. Conditions should be made favorable for the nap, as well as for night-time sleep; and the nap should be continued up to the age of five years. A rest period, instead of a nap, may be advisable for some four-year-olds. The younger child, between the ages of one and two years, needs a morning and afternoon nap. The child from two to five years takes his nap in the afternoon for a period of one to one and one-half hours—to last no later than 2:30 P.M. If the child is permitted to sleep later, he will not be ready for bed at his usual hour in the evening. He needs to be awake for an hour or more of outdoor play.

The child in the one-to-five-year age group needs a rest period before the noon meal. The two-to-five-year-old requires from ten to fifteen minutes rest at this time. If some member of the family is free to do it, this furnishes a good opportunity for reading and story-telling.

ELIMINATION CONTROL

Elimination. There must be at least one good bowel movement daily and two are preferable. Train the child to have his first bowel movement directly after breakfast. The time for the second bowel movement will depend upon the individual child.

To establish the "after breakfast habit," it is important that the child have his breakfast at the same time each morning and go to the toilet immediately after

breakfast. The time spent on the toilet should not exceed ten minutes. A small toilet seat to fit the adult seat is preferred to a nursery chair so that the child will not later resist elimination when the chair is outgrown and he is introduced to the toilet seat. A foot rest which raises the knees slightly is desirable for securing a favorable position.

The dry habit. The "daytime dry habit" should be established at two years or two and one-half years, and there should be no bed wetting by two and a half or three years.

To train for the daytime dry habit, *help the child to establish certain associations*, such as going to the toilet before he goes to bed, when he awakens, before and after naps, before and after meals, before and after going out-of-doors. These are general suggestions and will apply to all children in the five-year period. There is danger of permitting the child to become accustomed to wet diapers. Put drawers on him as soon as possible. The normal child should be wearing drawers by the eighteenth month.

When this training is begun note at what hours the child becomes wet. The next day take him to the toilet about fifteen minutes before that time. Keep a record of the time of urination and use this record to establish a habit. *Training for the night-time dry habit* may begin at eighteen months with some children and by the end of two years they may begin to have some dry nights. After the child is put to bed, make frequent visits to his bed. If the bed is wet, note the time. The following night put him on the toilet about fifteen to twenty minutes before this time. Be sure that he is thoroughly roused and realizes what he is doing.

At first the mother or older sister takes all the respon-

sibility in training for the dry habit. To make the training truly effective, it must pass through several stages. The first stage has been outlined in which the parent takes the child to the toilet on schedule. (See "Elimination" in Chapter 5.) In the second stage, mother will ask him if he wishes to go to the toilet and he will answer "Yes" or "No." In the third stage, he will express a desire to go to the toilet, and in the fourth stage he goes to the toilet on his own responsibility. Teach him to go to the toilet at the first inclination by making him realize that beyond a certain point he cannot control it. This applies particularly to the active child who becomes so engrossed in his play that he cannot bear to leave it.

Regularity and the development of self-confidence in the child to care for himself are keynotes to success. Therefore it is wise to wait until he is able to take the responsibility before starting direct toilet training. But if delayed too long, he may form the habit of urinating under any circumstances. It is necessary to consider his physical, mental, and emotional development to determine the best time to train for wholesome habits of elimination.

UNDESIRABLE HABITS CONNECTED WITH SLEEP

Enuresis. This is the name given to bed wetting either by day or by night. It is so called if the child has not formed the habit of bladder control by the third year. The cause may be physical, psychological, or a lack of training in bladder control. There are a number of physical causes which may bring on this condition, such as tuberculosis, rickets, inflammation of the kidney and bladder, and local irritations.

Among the psychological causes is the desire for atten-

tion, which is often caused by the arrival of a new baby, or the desire to dominate some person. If neither of these causes exist, then the training for bladder control has been inefficiently handled by an adult.

Before attempting to cure enuresis, consult a physician so that he can make a thorough examination of the child. If there are no physical causes, start a systematic training for bladder control. Give a simple bland diet including a supper of semisolid foods and no liquids after four o'clock. Build a regular regime of hours for going to bed and getting up. Detect the hours wetting occurs and get the child to the toilet before that time. At night wake him thoroughly when it is time to urinate so that he is fully aware of what he is doing.

He should be praised for keeping dry during a day or a night. Make the child feel your confidence in him. Let him know that you believe he can remain dry if he cooperates and desires to be dry. Help him to take more and more responsibility.

Scolding, harshness, punishment, and any show of anger or excitement only aggravate the condition. Do not humiliate him nor mention his wetting to others in his hearing. Never let him hear you say that you fear he will not be able to break himself of the habit. Do not emphasize it throughout the day, rather fill the day with interesting activity and give him helpful training.

If the inability to control continues after three months of correct training, then consult a psychiatrist or a child guidance clinic, as there may be an underlying emotional condition requiring expert guidance.

Thumb-sucking. This is an infantile act, and if carried beyond the third year should give parents reason to ask themselves why the child *needs* this comfort. Thumb-

sucking in the child three to six is a symptom of some emotional problem, some adjustment difficulty. Consultation at a child guidance clinic or with a medical psychologist should give the parents a deeper knowledge of the child's personality and his difficulty. Plans must be executed to make his life less tense and to give him more satisfaction.

Overanxiety and a rigorous attack against the habit may cause him to use it to gain attention. Punishment may make him antagonistic. Some authorities feel that a mechanical device may be used, if he is interested in it, as a reminder when he wants to break the habit. A life of emotional security is the best remedy.

CLASS ACTIVITIES AND HOME PROJECTS

1. Visit a nursery school and note particularly the training given in "toileting."
2. Help a younger sister or brother to gain elimination control, or observe the progress of some child in your neighborhood.

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CHAPTER 14

BATHING AND DRESSING

PROBLEMS

How can we help a child to assume the responsibility for personal cleanliness?

What factors must be considered in the construction of children's clothing from the standpoint of health? From the standpoint of self-help?

SUGGESTED ASSIGNMENTS

1. How can the bathroom procedures be made of great value in the child's development?
2. What progress in washing himself may we expect from the two- or three-year-old? From the five-year-old?
3. What points in clothing construction should be considered in making children's clothing?
4. Do children like to be dressed conspicuously or differently from other children? Explain.
5. It is easier to dress a child than to teach him to dress himself. Why is it advisable to teach him to dress himself?

STUDENT REPORTS

Prepare an exhibition of articles of clothing for the three-year-old and give an explanation of important features.

Discuss ways in which children can be helped to care for their clothing.

Discuss the question of helping children to wash and dress themselves from the standpoint of wholesome family relationships.

The daily bath. The daily bath should be continued throughout the runabout period—in fact throughout life. The skin cannot perform the function of throwing off body waste unless it is kept clean. It is advisable to have a cool spray follow the warm bath. The cool water builds up body resistance to disease and to colds, and develops a ready response to changes in temperature. The fact that older members of the family do not react favorably to the cold bath is no reason for not giving the child an opportunity to acquire the habit. The temperature of the cool spray or bath will depend upon the child's reaction to cold water. Care must be taken to prevent exposure after the bath. The room temperature should be 72 to 75 degrees.

TRAINING THE CHILD TO BATHE AND WASH HIMSELF

Desirable personal habits. The bathroom procedures furnish a good opportunity for training in desirable personal habits. The child should have his own towel and washcloth, should know where they belong, and should hang them up after they are used. This teaches him to respect the property of others and to care for his own things.

Definite places within his reach for his brush and comb and toothbrush help him to develop these habits. Place the towel rack low and hang comb, brush, and toothbrush on hooks beside the towel rack. A strong box, stool, or platform is desirable to bring the child to a convenient height at the toilet and basin. If this support is not firm, the child will be afraid to stand on



Left, starting at the shallow end of the pool with Daddy and the water wings, we are no longer afraid at the end of one month. Right, bathing in a portable canvas tank is great fun if no pool or stream is available.

it. The proper equipment makes it easier for the child to acquire the habit of washing his hands before eating, and after the toilet.

Learning to wash himself. If he has been allowed to cooperate in the bath and in dressing during the first two years, the child can be taught between two and three years to put the stopper in the lavatory and to turn on the cold water to wash his hands. He can learn that only a little hot water is used with the cold. He can be taught to wring the water from the washcloth before washing his face with it. As the muscles of his hands become stronger, he can wring out more water, and get his clothes less wet. By five years he can wash with very little wetting of clothes. He will learn to rub the soap-

suds on the back of his hands and on wrists and arms, and then to rinse and dry them. This must all be done under close supervision. The low mirror is a help when you say, "There is still some dirt on your cheek." Between four and five years, sometimes earlier, when in the tub bath, he can soap parts of his body and can wash with a cloth some parts easily reached, as arms to shoulders, chest, and abdomen. He learns to thoroughly dry parts of his body and to understand that it must be thoroughly dried. By four years he can learn to brush his teeth regularly and satisfactorily under supervision. When he is two or two and a half, he can usually comb correctly the hair on the front of his head, but will comb it up in the back. With adult help, the child of three or four years is able to comb his hair successfully, front and back, unless it is long or curly. The adult will be responsible for actual cleanliness and thorough drying for some years to come.

He does not participate in the bath for the joy of being clean but from the interest of handling the bath equipment in new ways. It is for the fun of "doing." The person in charge must see that difficulties do not come from dawdling. Yet the child is not to be rushed through the process of bathing so that it gives him no satisfactions. Do not push him beyond his mental and motor ability. Give him the easy parts first. If the child is to take the responsibility for a clean body by seven or eight years, he must gradually improve his technique under adult guidance in these earlier years.

PROPER CLOTHES TO BE SELECTED

Style AND comfort. "You think those pants are too short and too tight for Polly? Nonsense, they must be that way for the style of dress she is wearing. The styles

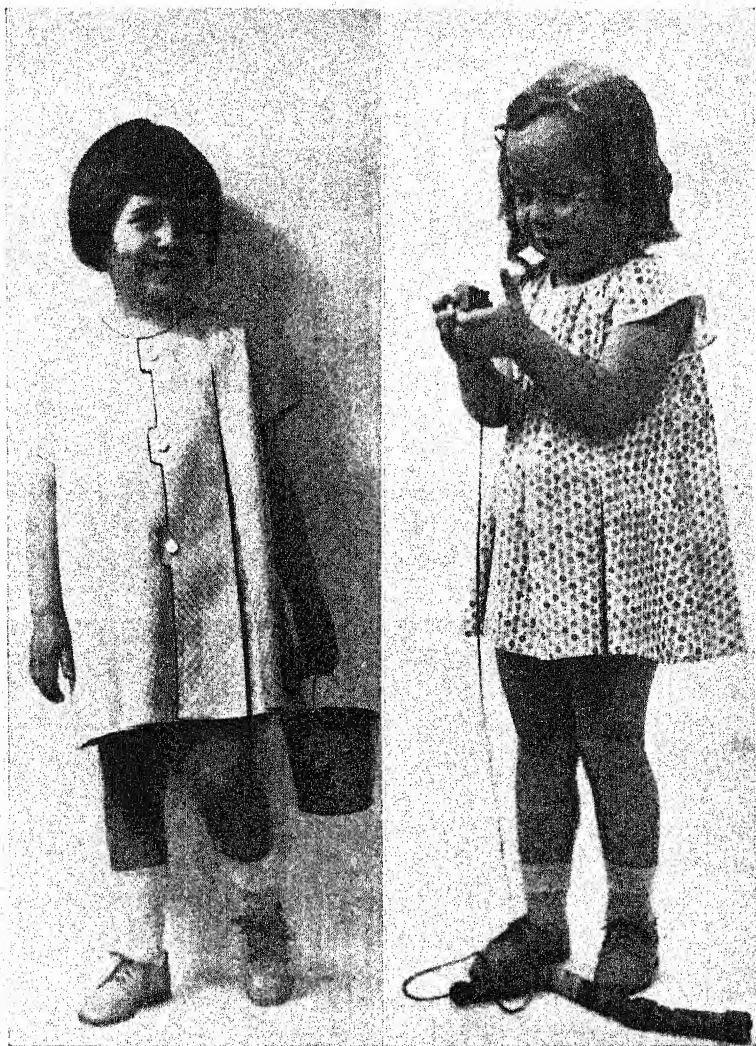
for little girls are so cute. I do love to dress Polly; she is like a doll."

"No, John, you may not play on the beach in your new suit. We bought it to come to the shore today and you must keep it clean. We'll walk on the boardwalk and look in the shop windows. I'll buy you an ice-cream cone."

Remarks similar to these are so common that they usually pass without comment. Little Johnnies are not interested in boardwalk promenades, nor shop windows, unless the shop windows are filled with toys. If you go to the shore for a day, take overalls and a bathing suit in a small case and change his clothes when you reach the beach. The overalls are worn to prevent too long an exposure of the skin to the salt air, wind, and sun.

Polly's mother is correct in her statement regarding interesting designs for little girls' clothes. Too often, however, comfort *and* style are not combined. Designs should be selected which will give freedom to all parts of the body, with no irritation in sensitive spots and no tight bands. Too much talk about Polly's looks tends to make her a vain and self-conscious little girl.

General clothing suggestions. Children's clothing should be made of durable, light-weight material, simple in design, and easily laundered. A simple design is spoiled in the making if the garment is not loose enough to give comfort and freedom. Fastenings must be simple and easy to manipulate. The child under five should not be expected to handle small buttons, buckles, and clasps. Garments should all open down the front; small openings on the side and down the back are too difficult. A satisfactory garment will not bind in the armhole, across



What to wear when one is three: *Left*, a dress cut in coat or smock style with full length opening and large buttons and buttonholes because it is easiest to manage, or *right*, a dress that slips on over the head and fastens at the center front. It is not too difficult to manage if the placket is sufficiently long and the fastenings large enough for tiny fingers to close with ease. (Courtesy U. S. Bureau of Home Economics.)

the chest, or in the crotch. The seams will be flat and smooth. Avoid the raw seam, which becomes very irritating when starched.

All garments must be of the correct size. This means careful watch over the growing child. When buying, get all articles of clothing large enough for immediate growth. Garments that are outgrown, no matter how good their condition, are poor economy, for the money is saved at the expense of the child's nerves, disposition, and possibly his health. Who can be happy in shoes and stockings so short that one cannot forget them? How can Johnny help pulling at his pants if they, or his underwear, are so tight that they cut right into a tender part of his body? Maybe they do not seem tight when the child stands and mother pulls them down and finds nearly an inch leeway. But to be able to sit down or to lean over comfortably, several times that leeway is needed. Small shoes or small stockings will cause ingrowing nails, bunions, and corns, while tight shirts and waists cause poor posture.

To be perfectly natural and happy, a child must feel at home among his companions and in no way feel conspicuous. See that the garments are enough like the other children's garments so that he will not feel different. All adults do not realize that the overdressed child may be as unhappy as the child who wears long black stockings when the other children are wearing light socks.

It is a common mistake to put too much clothing on children. The clothing is sufficient if the hands and feet are warm to the touch. Perspiration is an indication of too warm clothing. A healthy, active child needs less clothing than the delicate, inactive one.

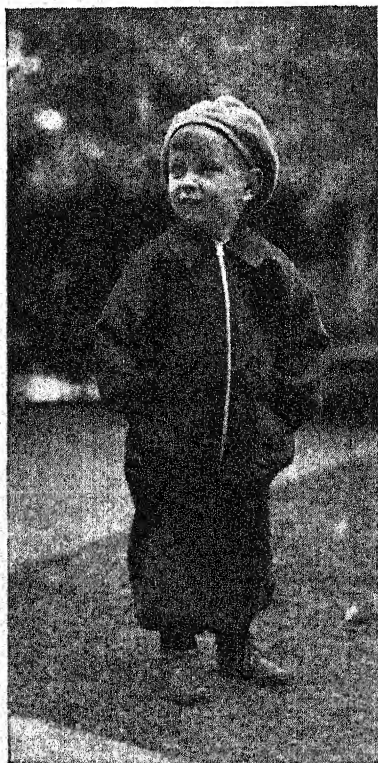
TEACHING A CHILD TO DRESS HIMSELF

Giving time and patience. The child in these early years is interested in helping himself. Many parents feel that it is easier to dress the two-and-a-half- or three-year-old than to teach him to dress himself and that it takes much less time. It does take *time and patience* while the young child is learning. However, unless he is encouraged when interested at two years, there is difficulty in arousing it again at four and a half or five when the adult desires him to be more independent in dressing and undressing. It is not always possible for a busy mother to allow time for the child to experiment with the more difficult task of dressing, but she should allow him time to do that which he can do easily and wants to do. She must also realize that the young child is not always interested to do as much as he can do, and that at times he will be too tired to make any contribution.

Each child must be allowed to work at his own rate of speed, and what he can do at three years should not be compared with what an older brother or sister did at the same age. He needs wise help and plenty of approval for patient attempts, although the results may not meet adult standards. Do not overpraise, or the habit may be formed of expecting it. When the child from two to five years is learning the complete business of dressing and undressing, he needs sufficient time, adult encouragement and guidance, and clothing which makes self-help possible. It is not only to take advantage of his early interest in helping himself that learning to dress and undress is important to the two-to-five-year-old, but also for the value to him as a person. Initiative, self-reliance, responsibility, and cooperation are learned

along with the art of dressing oneself. Joy sparkles in the eyes of the tiny conqueror when his shoes are successfully laced for the first time, and great is his pride when he puts on his coat unassisted.

Making the learning easy. Learning to dress, like learning to wash, is interesting to the two-to-five-year-old because he enjoys the manipulation and the feeling of achievement that accompanies the act. Before he was



A slide fastener gives early independence in dressing. (Courtesy U. S. Bureau of Home Economics.)

one year old, he pulled off his cap, his sock, and his shoe because it was fun. Between one and two years he can push down his panties and later pull them off. He can step into his panties if they are held for him, and he can push his arm through the sleeve of his romper after it has been guided to the armhole. By two years he has greatly improved his motor control and is eager to attempt more difficult feats.

To make dressing interesting, all garments must be as simple as possible. Have all blouses and dresses with the openings at the same place and with the same type of fastening. This helps to eliminate

confusion and discouragement. Teach him the easiest things first. It is easier to pull garments off than to pull them on, and it is easier to unbutton than to button. An undergarment is easier to manipulate than a dress or a suit.

GARMENTS AND HOW TO MANIPULATE THEM¹

Underwear. Buy undergarments that are simply cut and well fitting. They must have roomy armholes, a generous seat, and a wide crotch to secure freedom and good posture. The neck should be cut high and have a two-inch shoulder strap to prevent slipping off the shoulders. They should open down the front. To enable him to button his own garment use large buttons. If the two-piece undergarment is worn, large buttons and buttonholes should be around the waist also.

The one-piece undergarment with a slide fastening which is manipulated with a sturdy tape loop, give early independence to the two-to-three-year-old. If he sits on a low stool or chair and grasps each side of the opening, and if the adult puts the child's right foot into the right leg of the garment, he can pull the garment up to his waist. Then with help for one armhole, he can soon find the other. He has now only to pull the slide fastener up to his neck. If there are large buttons down the front and the adult puts them into the opening of the buttonhole, the child can grasp them and pull them through the buttonholes before he can both push and pull them through. This is true of buttoning on any garment with large buttons and buttonholes. By three he begins to push the buttons through. By four years

¹ These techniques for dressing have been found successful by the teachers in the Temple Nursery School. They are described in detail in *Parents' Magazine*, October, 1934, by Elinor Brown and Esther Mason.

he can put on and fasten his undergarments if rightly constructed.

Hose and hose supporters. To give necessary freedom, stockings should be about one-half inch longer than the foot. To prevent a pull on the shoulders by the stocking supporters, stockings must be long enough in the legs. If too long in the foot, a ridge will be formed under the heel which prevents an easy gait. When long stockings are worn, the waist approved by the American Posture League should be used, since it is good for attaching the garters; it is made to distribute their pull. Renew worn garter elastic promptly. This helps prevent the hunching of shoulders to hold up slipping stockings.

If round garters are used below the knee to hold up socks, use three-quarter-inch elastic and slide adjusters. See that they are loose enough to leave no mark on the flesh.

When the young child learns to put on his socks or stockings, he should be helped by the adult in putting them over his feet and pulling them up his legs. Later the adult puts them over his toes, and he pulls them over the heel and up the leg. He will probably be putting on his own socks and stockings by four years.

Shoes. The salesman handling children's shoes should be an expert. Every person who has the responsibility for buying them should give attention to those things which make shoes comfortable and healthful. Guess-work is an unwise method. When buying shoes for a young child, have him stand on a piece of paper, then trace around the foot. Compare the tracing with the shape and size of the shoe. To give comfort, the shoe must be one inch longer and one-fourth inch wider than the foot.

Shoes must be long enough and wide enough if they

are to allow the foot to function properly. The soles should be flexible and have a flare line to allow for "toeing straight." In fact, the entire shoe should be soft and flexible. Heavy shoes are tiring and hinder freedom of movement. Patent leather prevents evaporation of moisture from the feet and is not recommended for children's shoes. A shoe that is too small will cause bunions, corns, and ingrowing nails; a loose shoe will cause bad habits of walking and blisters.

To be allowed to run barefoot on the grass plot and in the sandbox is fun and at the same time gives an opportunity for exercising the muscles of the foot. During warm, clear summer days sandals on the feet will be sufficient.

Caution. If the sole of the shoe shows wear on one side, it is an indication of weak ankle ligaments, and may be the first sign of flat feet. See a physician at once.

Many a two-year-old can get his shoes over his toes, and the adult finishes putting them on. Later, if the laces are loosened and he is shown which shoe goes on which foot, he can put them on. Teach him to *loosen* the laces of his shoes, not to *unlace* them in taking them off. Then between three and four, when he has learned to straighten the tongue of his oxfords, he can draw up the laces after he has put on the shoe. This takes less time and nerve energy than lacing. Between five and six he will learn to tie a bow.

Girls' dresses. The designs for girls' dresses should be based on principles which insure body freedom and easy manipulation. The United States Bureau of Home Economics has given much time and study to this topic. The Bureau recommends that dresses which slip over the head and button down the center front should have an adequate placket, with firm buttonholes and buttons



He should be able to squat in his play suit with complete comfort. (Courtesy U. S. Bureau of Home Economics.)

which can be handled with little difficulty. The smock type dress with full-length front opening is the easiest to manipulate. The neck of the dress should be cut low so that the back does not pull across the child's neck and hinder good posture, and so that the front does not pull back and choke or rub the sides of the neck. No collars—or simple flat ones stitched down—and round shoulder yokes give the greatest comfort and are easily laundered. Sleeves and armholes should be roomy; the raglan style sleeve is preferred.

Pants to match each dress make the cotton slip unnecessary. This eliminates a garment with a possible slipping shoulder strap and is one less garment in the process of dressing and undressing. Panties with a fitted front yoke and wide easy elastic across the back are comfortable and will not bind. If the little two- or two-and-a-half-year-old girl is shown how to grasp the yoke with both hands and where to put her feet, she is soon putting on her panties unaided.

If her dress is the smock type, she can be helped to find the right sleeve for the right arm and to pull the button through the buttonholes. A dress with a front placket will be put over her head, and she can push her arms into the sleeves. Later in the child's development, the adult holds the dress so that the little girl can take it by the hem at the back, raise it, slip it over her head, and put her arms into the sleeves. Soon she will be able to find the back of the dress and finish the job unaided. If the dress has large buttons and buttonholes, she will be about three and a half when she puts on her dress and buttons it. A front slide fastener makes it possible for her to be independent much sooner.

Boys' suits. Boys' suits must be large enough for action, but if too large they tend to make him nervous. Sagging armholes and crotch seams are just as restricting as those that are too tight. The suit must have long shoulders, large armholes, and short sleeve-caps to obtain freedom for arms. Elbow-length sleeves are practical for all types of suits and lend themselves readily to play. A sleeveless blouse for summer is recommended. A high neckline in the back causes the head to be held forward. Collars are unnecessary. The slightly rounded necklines are comfortable, and the simulated collars

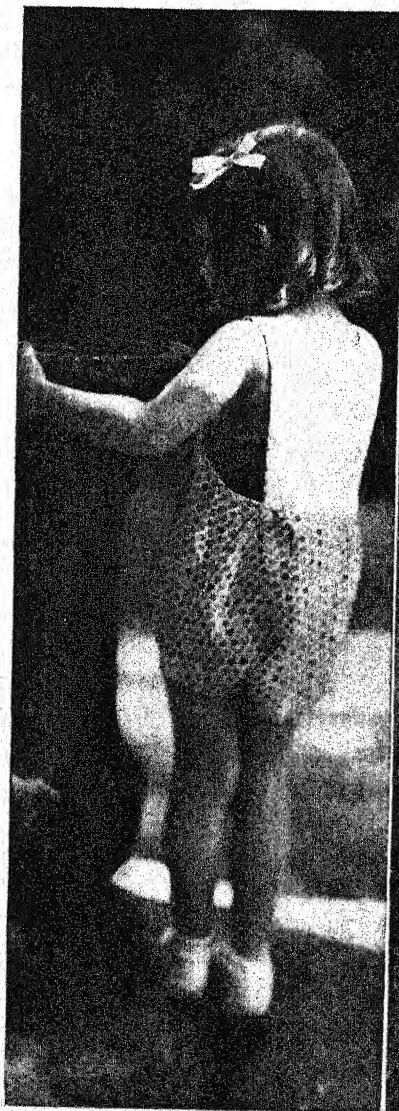
stitched flat to the blouse are easy to make and to launder.

The straight leg of the pants should be as wide at the bottom as they are at the largest part of the thigh. Pants must have a wide, generous seat and sufficient length from waistline to crotch to allow stooping without binding. The small boy's trousers are made without a fly.

The boy should learn to put on his suit in the same way he puts on his one-piece underwear. The blouse and the pants are buttoned together across the back and on one side of the front; the front of the blouse is left open. He can then grasp the suit at the front waistline and pull on the suit. If he has a one-piece suit with a slide fastener, he becomes independent in putting on and fastening his suit about one year earlier than if he has to learn to button it. By four years he can be expected to button large front buttons without help.

DESIRABLE OUTDOOR WRAPS

Coats. A soft, light-weight material with a rough finish, or a pile, gives more warmth and comfort for a winter coat than heavy, closely woven material. Furthermore, heavy coats drag down the shoulders, causing poor posture. Buy a coat that sets well at the neck and across the shoulders. Coats cut high at the back of the neck and having high stiff collars of heavy material push the head forward and make good posture impossible. Coats should be loose enough and short enough to allow for freedom. A light-weight coat, worn with a sweater underneath, allows more freedom for action than a heavy coat, and if properly selected is just as warm. Do not use a single sweater as the only outside wrap on a cold day; sweaters are so woven that the air



A comfortable sun suit for a hot day (*left*). A well-designed play suit (*right*) has pants that allow enough room for the child to stoop over with comfort. (Courtesy U. S. Bureau of Home Economics.)

can get through them. For moderate weather, sweaters are desirable for the freedom which they give, but for colder weather, an overgarment of some kind is necessary.

One-piece winter play suit. The material must be warm, light in weight, soft, pliable, and moistureproof. Knitted materials and sweater suits fit snugly but are not as warm as woven ones because the stitches are far apart and admit the wind. A well-made one-piece snow suit with a long front opening, having a slide fastener, is most satisfactory. The legs, as well as the body of the suit, should open in front with slide fastener. The child can more easily reach a closing on the top of his leg than on the side.

The pockets should be placed near the waistline and slanted across the top so that his hand slips in easily.

Mittens. Children cannot keep their hands warm on a cold winter day with fingered gloves. The best protection for such weather is knitted woolen mittens. They give warmth, freedom for grasping toys, and do not cut off the free circulation of blood in the fingers. Even the heavy kid glove that is fleece lined is not warm enough when the air is biting and the snow makes a crunching sound underfoot.

Overalls. It is important that the overall be large enough to be worn over the play suit without binding at the crotch, pulling down at the shoulders, or cramping the chest. For this purpose, purchase a larger size than is ordinarily required. Overalls can be used as a play suit in warm weather.

Caps and hats. Caps and hats are worn to protect the head from heat and cold, and the eyes from the glare of the sun. Let them be light in weight and large enough

for comfort. They should be worn so that the ears are flat against the head and not pushed downward or forward by the crown of the hat. The summer hat should have a brim to protect the eyes.

TEACHING A CHILD TO CARE FOR HIS CLOTHING

Providing a place for clothes. A considerable share of every family's income is spent for clothing. It is the duty of each member of the family to realize this fact and to assume some responsibility for the care of his own clothing. As soon as a child can walk steadily—at eighteen months—he can place his garments over a little chair or on a low hook to air before he goes to bed.

If a definite place within his reach is provided for the clothes in immediate use, a child at this age can be taught to get his own garments to put on, and to hang them up when undressing. A group of hooks placed low on the inside of the closet door is a convenience. There are hooks for dresses or suits, coat, and cap; a shelf for hat, gloves, and underwear; and space below for shoes and rubbers. This arrangement gives the child a sense of ownership and responsibility.

Arouse the child's interest by making him a definite present of this place where he is to keep *his* clothes, just as Daddy and big sister have a place for theirs. From then on, assume a matter-of-fact attitude, taking it for granted that the garments will always be put in the proper place. Strong loop tapes sewed inside the collars of coats, sweaters, and dresses make it easier for the young child to hang up his clothing.

Setting an example. It is the job of the older brother and sister never once to be in too great a hurry, too tired, or too indifferent to say to the child when he

neglects to put away his garments, "We always hang our coat on the hook." This will be difficult if big brother carelessly tosses cap and book on the hall chair, and if sister steps out of her clothes regardless of chair or closet. Example is one of the best teachers for a child. Be sure to set the example.

CLASS ACTIVITIES AND HOME PROJECTS

1. Make a plan of your home bathroom, providing for equipment which is adaptable for the use of the runabout child.
2. Help and guide a three-to-four-year-old in learning to bathe and dress himself and to care for his clothing.
3. Visit the local department stores, and find out whether any of them are carrying self-help clothing.

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CHAPTER 15

PLAY—A MEANS OF DEVELOPMENT

PROBLEM

What is the value of play and how can it be directed for the best interests of the child?

SUGGESTED ASSIGNMENTS

1. What is meant by the expression "Play—a means of development"?

2. What do you understand by intelligent supervision of children's play?

3. What are the interests of children at the different age levels: two, three, four, and five years?

4. How can we help children to develop a sense of responsibility for their own things and a respect for the property of others?

5. What is the purpose of a nursery school?

6. Give illustrations showing how children's play should be respected and directed.

EXAMPLES: June is busily making sandpies. As supper-time approaches, what steps would you take to get June to supper on time and in the right frame of mind?

Bobby brings you a cup of sand and offers it to you as ice cream. What response would you make?

STUDENT REPORTS

Play equipment which can be procured at little or no cost.

The kind of musical selections and musical instruments which are enjoyed by the two-to-five-year-old.

Stories suitable for different age levels.

The place play holds in the life of a child. The remark, "Take this toy and amuse yourself," suggests how little some persons can appreciate the real place which play occupies in the life of a child. "Maybe this will keep you out of mischief," is a remark which shows a lack of knowledge regarding child development. Play is more than a mere pastime or a means of keeping a child out of mischief. A toy is no longer bought as just something to keep him amused. Play is the child's business, a large part of his day's work, and his family should recognize it as such. Play materials are essential to the child's creative life and physical well-being. Through play he learns to know about the world in which he lives. He increases his skill and broadens his understanding of things about him. Play holds an important place in his education and his social development.

SUPERVISING PLAY

Guiding the impulses. Play is normal, and the child who will not play is either physically or mentally ill. Children usually follow their impulses while playing. To guide wisely these impulses, play should be intelligently supervised. Planning for the play life of the child is just as important as careful planning for sleep, food, and the other factors which make up a child's daily program. Through proper guidance in play, a child may gain mental stimulus, motor control, a measure of emotional control, and social adjustment.

In order to guide and direct the play of a small child,



Top: "Down I go!"

Courtesy Temple University Nursery School, Philadelphia

Top: "Hello! See me!"

Bottom: "Dare I jump?"

Bottom: "How can I get down?"

it is necessary that the person in charge of the child should know something about the development and the interests of children. Through play with toys and companions, the child is constantly gaining new experiences and discovering new possibilities in the objects about him. So that these experiences shall be to the child's greatest advantage, we want to know what children of certain ages are interested in doing; what children of certain ages can do; and what they should be allowed to do.

When we say that play should be intelligently supervised, it is not meant that big sister or brother, parent, or nurse, is to be constantly playing with the little child or interrupting with new suggestions for play. Neither does it mean that someone is always watchful and over-careful for fear of a slight injury to the child or some damage to furnishings. Such conduct often hinders the child from developing his own ideas for play; it may cause timidity or irritability. Through working out his own ideas he gains self-confidence, and experiences the real joy which comes from creating.

Intelligent supervision of child play means a knowledge of children's interests and abilities at various ages. It means providing the right play materials, and the opportunity for companionship of the right age. It means the ability to step into the play situation and to become part of it. It also means the ability to remain withdrawn as long as his activities are constructive. It means being able to substitute a satisfactory occupation for one which may be holding the child's attention but which may lay the foundation for an undesirable habit if continued.

Little Jimmy, aged two years, is absorbed with a

newly found pencil. Scribble, scribble over books and wallpaper! Provide Jimmy with a large sheet of paper, and explain that we use pencils on *paper*, and that these papers and this pencil are his. This is a much wiser substitution than snatching the pencil from Jimmy and giving him a pile of blocks. To *want* to scribble with a pencil is a natural desire and the desire should be gratified with proper materials, or every time he sees a pencil he will have a tendency to scribble on anything that is at hand. Scribbling in books and on wallpaper leads to a disregard of the property of others.

Selecting toys and occupations which interest. Toys should be for play and none should be given that are too expensive or too fragile to use. They should be sturdily built to avoid the unnecessary distress caused by frequent breakage. Frequent breakage of poorly constructed toys tends to develop carelessness and destructiveness. To be enjoyed and to be worth while for the child's education, play material must be simple and must meet the needs of the child. It must lend itself to his ability to construct and to create. Play material must meet this test: Can the child do things with it? Is it suited to his age and to the particular stage of his development? For this reason, mechanical toys are no more than a fleeting joy to the child of five years. With such a toy wound up and in action, there is nothing for the child to do but watch the action. He prefers to do the acting himself. The purchase of play material cannot be left to chance, to fads, nor to salesmen.

Children from one to three years are interested in *investigation* and *manipulation*. They examine and handle all objects about them, and in this way learn how things feel, smell, sound, and taste. We call this

developing the senses. Any object in sight is play material to them. They want to find out what they can do with it; so they push chairs and boxes, open and shut drawers and doors, go up and down stairs until we wonder at their endurance. While the child from one to three years is chiefly interested in handling and finding out about things, the three-to-six-year-old child is interested in *construction*.

The younger child will carry the blocks about, or put one on top of or beside another—just to pull them apart again. Handling them gives satisfaction. In the sand-pile, just to fill and to empty pails and pie tins give joy. But we find that the four-year-old boy, when playing with the same blocks, builds an engine house, a train, a track, or a bridge.

TYPES OF PLAY

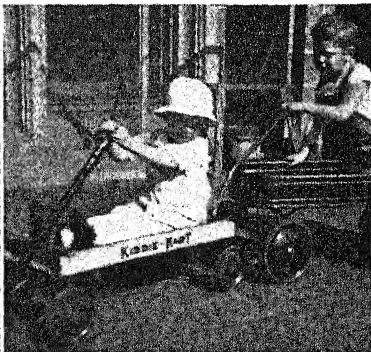
The world of make-believe. Before the age of three, or thereabouts, children really become what in play they imagine they are, and they feel and act as they understand the object they are imitating. When they play horse, they feel that they are horses; and when they play engine, they feel that they are engines.

After three the child continues to use his imagination in play, but with a growing realization of the fact that he is just *playing* "bear." Little three-year-old Frank fills a pie tin with sand, pats it smooth on top and smilingly tells his teacher that it is a pie. When asked what kind of a pie, Frank replies with a twinkle in his eye, "An apple pie."

In the nursery school the two-year-old climbs the jungle gym to try himself out, and is proud of his increasing achievement. The four-year-old goes up to



"What's wrong?"



"All aboard!"

the top of the jungle gym pretending to be a roaring lion, and the other three- and four-year-old boys and girls come on as lions, bears, or tigers, according to their fancy. He plays at being father, brother, or sister. In turn he is the policeman, the iceman, or the soldier on parade. He takes a boat trip in the clothesbasket or a train trip in the orange crate which brought the family groceries.

Manipulation. It is great fun for a two-year-old to get into the kitchen cupboard and to handle the utensils which fit into each other, to put lids on and to take them off. He is not being naughty; he is learning about the things he sees around him. The five-and-ten-cent stores sell small double boilers and other utensils which fit one into the other. These are inexpensive toys and will give much pleasure to the child. In this "handling age" the child wants to take things apart to *learn* about them and not with the idea of destroying them. This desire may lead to ruthless tearing and destroying, unless care is taken to provide toys which satisfy the impulse to put together and to take apart. See to it that he has building

blocks and nests of blocks and small baskets or boxes of various sizes into which things can be placed and removed again.

A two-year-old can have paper and blunt scissors for cutting strips. The three-to-five-year-old will find interest in using blunt scissors to cut out pictures. A book can be made of stiff brown wrapping paper for the four-to-five-year-old child to paste the cutout pictures in. His book! He made it! This is good for rainy day play, or when he is convalescing.

The very young child enjoys toys that can be pushed, pulled, rolled, and ridden upon, such as the two-wheeled cart, doll carriage, small express wagon, kiddie car, and animals on wheels. The kiddie car should be the type with pedals. The type without pedals may cause poor foot development, since it is kept in motion by the inside of the child's feet pushing against the ground. When the child grows older, the tricycle takes the place of the kiddie car.

Picture-books with heavy cardboard pages are more easily handled by tiny fingers than ones with cloth pages. Toy animals and dolls have a real place in the play life of the child. Wooden ducks and rabbits on wheels are carried about as well as pulled or pushed.

Large-muscle play. The child as young as two and a half years will be eager to hammer nails in a box or a board. This child is not interested in construction; he is only interested in hammering, but as he hammers in nail after nail the large muscles of the arm and the shoulder are exercised, and muscle control is gained. Wooden boxes of varying sizes should be part of the play material for the preschool child. He gains self-confidence, balance, and motor or muscle control as he

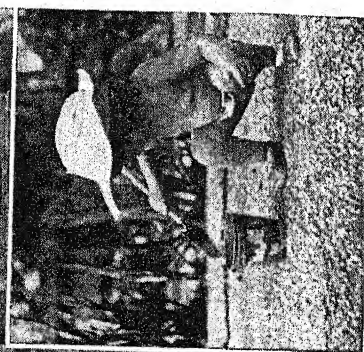
climbs up higher and higher from box to box. A roomy box makes a delightful playhouse.

Meet the desire to climb by providing a small step-ladder securely fastened to the wall, a climbing sawhorse, or a walking beam. The walking beam is made by elevating one end of a board 6 or 8 feet long by 8 or 10 inches wide. The elevation is increased as the child gains balance and confidence. Be very sure that all play equipment for climbing, walking, and swinging is strong, steady, and securely fastened. A feeling of insecurity, and a fear of falling because of a weak box or an unsteady beam may make the child avoid them. A very safe seesaw can be made from a firm block of wood and a plank. A swing with a low, broad board on which the very young child can rest flat on his stomach and push with his toes, can be the introduction to the swing with the narrow seat in which the child is in an upright position.

Balls are favorites at all ages. Balls of various sizes, colors, and weights are sources of joy, experience, and muscle development.

Sand and water play. Sand and water lend themselves to manipulation, construction, imagination, and experimentation. The sandbox or sandpile should be supplied with shovels, large kitchen spoons, muffin tins, pie pans, sieves, measuring cups, and toy pails. Bury round pebbles, or marbles, in the sand and let the children try to find them with their feet and pick them up with their toes. This exercise develops the muscles of the feet.

Children dearly love to play with water, and if we definitely plan to satisfy this desire, there will be fewer overflowing bathtubs. In the summer nothing can take the place of the small pool, brook, or beach. In making



The three-to-four-year-olds begin to share their play experiences. This group (above) at Temple University Nursery School is setting up a bakery. The two-to-three-year-olds (in small pictures) also enjoy playing in the sand. (Pictures below by courtesy School of Home Economics, Oregon State Agricultural College, Corvallis, Oregon.)



use of streams and ponds for play, be sure that the water is not polluted. Stormy days, which keep children indoors, can be made jolly if a large bath towel or a rubber apron is securely fastened around the little child who, armed with celluloid toys, aluminum measuring cup, large corks, or anything to bob and float, mounts a chair to sail his cargo on a sea of water in the sink or wash-basin. This is also a good day for little Mary to wash her doll's clothes, the tiny tea set, and other play materials. As new toys come into the home, some of them can be put away for rainy days.

Small-muscle play. Plasticine, clay, blunt scissors, pictures to cut and paste, pencil, crayon, paints, and paper are some extra attractions to be saved for indoor days, or quiet time during hot days. These articles lend themselves to quiet times, and the use of the finer hand muscles. The two- and three-year-old like to roll and pat the clay. They enjoy the handling of it. The four- and five-year-old attempt to make clay cups and plates for a tea party, animals at the zoo, and other objects of interest to them. For this age child, crayons should be in wood casings, since large, soft crayons are so easily broken. A thick carpenter pencil is the best for small fingers.

Imitative play. Boys and girls are interested in doing the things which they see the folks about them doing. They, too, are interested in keeping house; and so, they need dolls to dress and undress, dolls' beds to make and unmake, small tables, chairs, and toy dishes, and a small broom and dustpan, for their imitation housekeeping. It is not unusual in the nursery school to see a small boy or girl put on a tiny work apron, then take a dust-cloth from the little basket and busily dust the chairs.

Not only are the little brother and sister interested in the indoor activities of the family, but they want to shovel and rake in the garden, sweep the porch, sprinkle the flowers, and do other things which they see their elders doing. Give them an opportunity to do so. To have their own tiny plot is a safe device. Instead of toy garden tools give the child standard tools that are small size, and cut the handles the correct length. The child gets better results in the garden with such tools. His muscles develop better through handling the heavier tools, and the tools themselves are more durable. This is also true of carpenters' tools. A small hammer, moderately heavy, is preferable to a toy one.

Helping the family. Not only is our child from two to five years interested in imitating adults, but this child wants to help mother, daddy, and big brother and sister with their jobs. "Run along and play, mother is too busy cleaning." "Sister must hurry and mix this cake; she can't stop to let you help her." "Step out of daddy's way, sonny boy, I'm nailing this box so brother will have it at Thanksgiving." All of these replies may be patiently and lovingly made, but, instead of giving this young member of the family the satisfaction of helping and contributing, such replies and attitudes are apt to crush the desire to help, to learn, and to do.

Mother can supply a dustcloth and set little Mary to work. A four-year-old can beat the eggs, and hand some of the equipment and ingredients to big sister. When the cake mixture is ready for the pans, a small amount can be given to the child to put in a tiny pan and to bake in the oven. And why can't sonny hand Dad the nails, or hammer a nail in the box and thus send some of his love to the big brother he adores? Hammering nails into wood

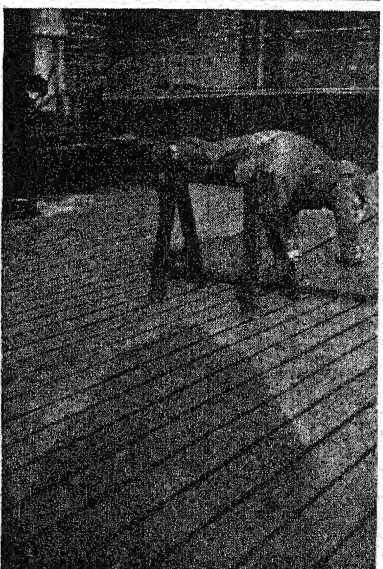
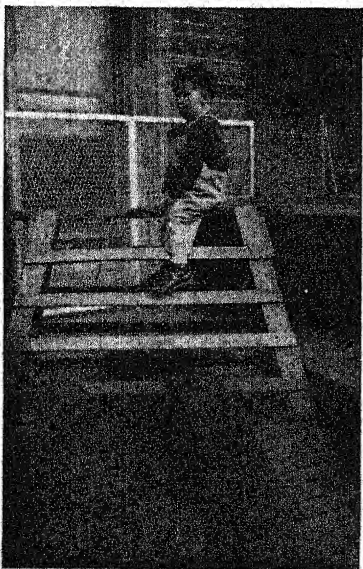
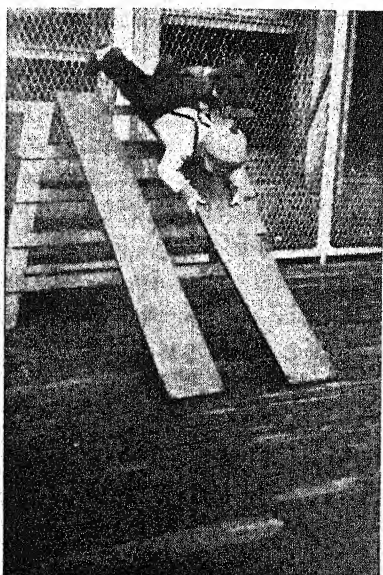
is fun. Here is an opportunity to put into service for others a skill he learned at play. Helping with adult duties exercises the child's large muscles, develops skillful movements, carefulness, cooperation, and responsibility. It is the first step in learning to render service that gives others pleasure. It is a step in social adjustment—a beginning social sensitivity.

Books and music. It is not necessary that physical activity fill the entire playtime of the child. There should be some quiet times to look at pictures, and listen to jingles, rhymes, short stories, songs, and simple tunes on the piano or phonograph. In this way a child learns to listen, to give attention, and to enjoy with others. A child enjoys pictures and stories similar to his own experiences. He likes to see and hear about the familiar things in his everyday life. As his experiences broaden, so will his interest in literature.

Do not try to *teach* him songs. He will learn them through repetition. He will like best the songs which have action, and, like his stories, they must be within his range of experiences. Simple folk tunes will always be accepted. The young child will listen to music for only a few minutes at a time. He should never be forced to listen to a tune on the piano or the phonograph, nor to a song. Let music be fun, something he requests.

THE CHILD HAS A RESPONSIBILITY IN CARING FOR HIS TOYS

A low cupboard shelf, a box, a built-in shelf, or a corner of a room should be given to each child in the family for his own special toys. He should be taught to put the toys back in their place when through playing with them. This responsibility is learned gradually. At



A sawhorse and a plank or two give one a fine feeling of achievement, and at the same time provide play for the large muscles. (Courtesy Temple University Nursery School, Philadelphia.)

two he helps by putting away one or two toys. As he grows older he does more. By five years he takes the responsibility. This responsibility for the care of his own toys should be recognized by the family as one of the first steps in family cooperation and in self-control. Patient help is needed in this training. Too many toys at one time complicate the learning; he becomes too fatigued, disinterested, irritable, uncooperative.

At the same time that the little one is learning to care for his own toys, he must learn to respect the toys of other children. Because little fourteen-month-old Jane is so cunning as she toddles about, is no reason for her to invade the toys of an eight-year-old brother or sister. Do not allow many toys at one time. Too many toys cause flitting about, with little purposeful play, and a tendency to become destructive.

PLAYMATES ARE NECESSARY TO THE DEVELOPING OF PERSONALITY

Learning to give and take. A lonely child is missing much. If this little two-, three-, or five-year-old child is to live a successful life as an adult, he must be able to get along well with people. He must learn to share with others, and also to stand up for his own rights. Many high school boys and girls, and many men and women, find themselves unable to fit into the group in which they work and live. They have not yet learned to consider others, and are too self-centered. The art of cooperation—of working together for the happiness of the whole group—has been left out of their experience. This give-and-take of life can be, and should be, learned very young, so that it will be easier for children to get along well with companions in school and with the family at home.

If the very young child is to learn how to live happily with others, he must have companions of his own age. Through this association he gains self-control, generosity, helpfulness, kindness, and other traits of good comradeship, as well as self-reliance, independence, and initiative. Scientific observers of young children tell us that the two-year-old, although his play is individualistic, is interested in others of his own age and is influenced by their activities. He will imitate the play of another child and will play longer when engaged in a similar activity.

Cooperative play. As the child approaches the age of three, we see the beginning of cooperative play. Children begin an exchange of ideas at about three years; they compare their work and sometimes do certain things together. Between three and four years, group play begins in a rather disorganized fashion. At first two or three may build a common garage or form a train with wagons and go-a-traveling. This interest may last a morning or several mornings, but probably not with the original group. One child may drop out to ride a velocipede; another may join the group. As time goes on, this develops into well-organized group play with a leader and a group of specific children who work well together.

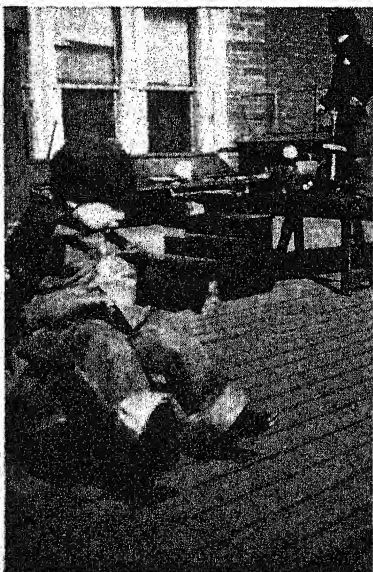
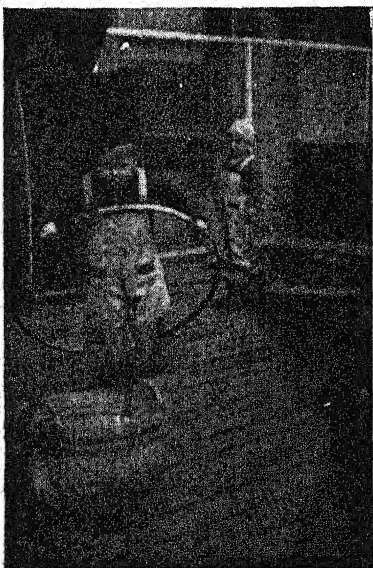
Some authorities say that during the *first two years* the members of the family can give the child the experiences he needs for normal development. If there are brothers and sisters, sharing, helpfulness, and respect for the rights of others can be made a part of the little child's everyday life. If he is an only child, then sharing with the adults about him will make it easier to share with other children when he meets them.

After the second birthday, all children should spend much of their playtime with children of their own age. They learn to go about their own business and to respect the business of others. The period from two to five years is an important one in the development of personality. The child needs to have associations which help him to make desirable social adjustments. He must learn to succeed. He must learn tolerance. As a leader he must be willing to take ideas from his companions.

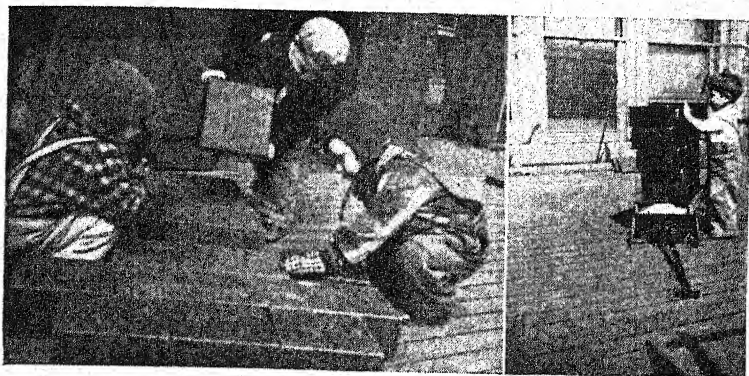
The nursery school. In the nursery school, the child under five years is helped to attain normal growth and normal development and to become a likeable individual. The nursery school consists of a group of little children from two years to four years, who are under the supervision of a skilled teacher for several hours of the day. Equipment is provided which can be manipulated by them. In this environment the foundation may be laid for desirable habits and a pleasing personality. Here the timid child is guided to assert himself and the domineering one to respect the rights of others without loss of initiative. Fortunate is the child who can attend a good nursery school. But all children cannot go to nursery school, and many homes are so located that daily companionship with children of their own age is impossible. In such cases it is important that the grown-up companions of these little ones respect their play and know when to enter into it and when to withdraw. They must wisely guide their activities so that they develop desirable personality traits.

RESPECT THE CHILD'S PLAY

Interruptions. If we respect a child's play, we will only interrupt if there is real danger, need for guidance,



Taking their "daily dozen": Hoops and balls offer opportunity for fun and exercise. (Courtesy Temple University Nursery School, Philadelphia.)



Large hollow blocks lend themselves to muscle development and motor control. *Left, building a pavement; right, loading the blocks.*

or to carry out the day's routine of sleep, food, and bath. When these necessary routine interruptions are to be made, warning should be given the child, so that he can bring his play to a satisfactory stopping point. Every school girl and boy realizes the value of concentration. It is necessary if lessons are to be learned and examinations passed. If a little child is constantly interrupted in his play for one thing or another, the intense purposefulness with which he plays may be lost. Never being allowed to continue at his play long enough to carry out his ideas tends to make him irritable and less inclined to want to finish what he starts.

His own ideas. Allow the child to carry out his own ideas. Do not constantly suggest that he change his original ideas to follow some bright thought of your own. Maybe the block structure will be more symmetrical your way, but the three-year-old is more interested in making the block pile his way. The value of play to him is having ideas of his own, and in being allowed to carry out all constructive ones.

CLASS ACTIVITIES AND HOME PROJECTS

1. Assemble an exhibit of toys suitable for the child of one to two years; two to three years; three to five years.
2. Visit a nursery school and observe particularly the play equipment which is provided for the different age levels. Note how the children use it.
3. If possible, organize a small play group of children in your neighborhood. Help them to get the kind of play equipment which is necessary for the best all-round development—motor, mental, and social.

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CHAPTER 16

THE CHILD—A DEVELOPING INDIVIDUAL

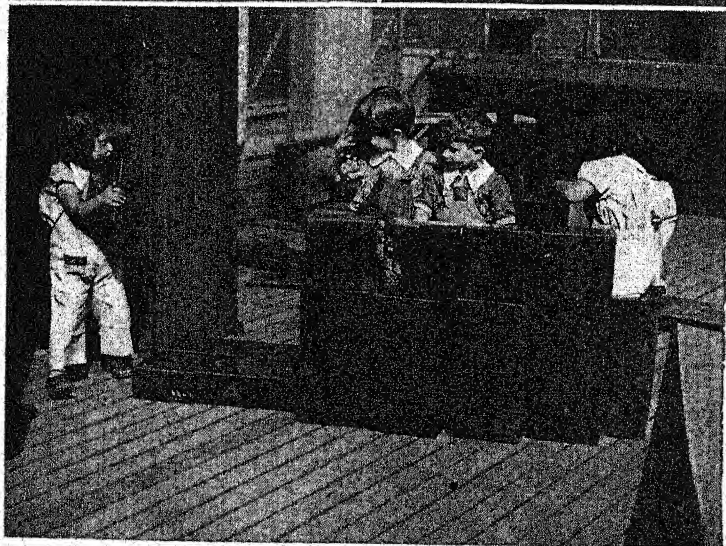
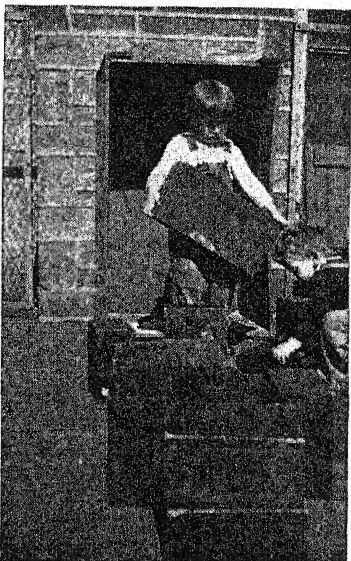
PROBLEM

What has an individual's "way of life" to do with the development of character?

SUGGESTED ASSIGNMENTS

1. What is meant by the "way of life" of an individual?
2. How are habits formed? Illustrate how a bad habit may be broken.
3. Under what circumstances may we reasonably expect prompt obedience from a child?
4. Give some examples of occasions when it would be possible to permit the three-to-five-year-old to make his own decisions.
5. What are some of the habits and responses which we might expect from the socially acceptable six-year-old?

Determining the "way of life." As individuals we are in the process of continuous change, and this change is dependent to a very great extent upon our "way of life." This quality of changeableness is most apparent in the young child and in the early adolescent. His "way of life" may be interpreted to mean his way of responding to his environment. From infancy the child is developing certain daily habit responses which are the direct



Organization of a social group: Kate starts to build a church (*top left*); Eugene offers his help and they start to build a new one (*top right*); later, with two more helpers and Eugene as first assistant, the group is in full swing with Kate as leader. (Courtesy Temple University Nursery School, Philadelphia.)

result of what is done to him by people, in addition to his reaction to his environment.

These habits of *thinking*, *feeling*, and *acting* constitute his developing character, and it is in the early years from birth to six that his habit patterns begin to take shape. The family must recognize that the tendencies exhibited in these years go a long way toward indicating the kind of person he is going to be. And the chief factor in determining what sort of person he is going to be is the kinds of persons with whom he is living. Are they friendly or unfriendly? Courageous or fearful? Calm or excitable? Generous or mean?

So true is this statement that it might be said that the child himself is never to blame. It is his environment and his handling that cause his misbehavior. If you want him to be *honest*, be honest in your dealings with him. If you would have him *sensitive* and *responsive* to the fine things in life and in people, cultivate in yourself that appreciation. As children grow older, other influences are brought to bear from the outside; and notwithstanding the best of home atmosphere, the child may pick up strange and undesirable habits. But if the spirit of his home is genuine and if the family is consistent in maintaining wholesome attitudes toward those things in life which count most, the child, in the majority of cases, will eventually hold to the way of life which he knows best: the way which he learned first.

MAKING DESIRABLE HABITS PERMANENT

By setting example. As it has been intimated, example is the most important factor in habit formation. This presupposes the provision of an atmosphere in which one tends to do the right thing because others are doing

it. Such conditions call for thorough understanding and cooperation on the part of the parents or of the adults in charge.

By arousing interest. Frequent repetitions of the habit help to make it permanent. However, contrary to the common opinion, repetition alone will not fix the habit, unless other conditions are favorable. The interest and cooperation of the child must be aroused, as these are fundamental to sound habit formation. Furthermore, while practicing the habit, the child must derive a sense of pleasure and satisfaction. Bobby disliked putting his blocks into their box after playing with them. It was suggested to him that he try to put all the red blocks together, all the blue ones together, and all the green ones together. Thus, interest was introduced into the task and made possible a feeling of personal satisfaction in the completed job.

By cooperating. Mary was sixteen years old. She was an attractive looking girl in every respect except that of posture. She carried one shoulder lower than the other. Often when Mary started out, her mother would say, "Hold up your shoulder, Mary." Her mother had offered this suggestion so often that to Mary it seemed like nagging, whereas her mother was patiently seeking to form a habit in Mary by repetition. But *such repetition alone does not form habit*. Moreover the trouble with Mary's posture was too complicated to be remedied by merely hitching up the shoulder. The explanation given by a physical education expert revealed that it was caused by a variety of factors. Until Mary became interested in knowing exactly what was wrong with her posture and how it could be remedied, she made no progress in improving it. When her mother learned all that Mary must

do to clear up this difficulty, she stopped telling her to hold up her shoulder; instead, she encouraged Mary by commending her—first for her effort and later for her progress. Both Mary and her mother needed to understand the cause of the faulty posture before they could even begin to remedy it.

By praising. *Approval* is an important factor in the developing of desirable habit patterns. Children keenly desire to please those whom they love, and *need* to have their approval. Wise praise from their elders helps to emphasize a desirable habit, and at the same time leaves with the child a pleasant association with the habit. The best reward for right doing is the smile of approval on the part of family and comrades. The giving of candy, pennies, or other material things as a reward should be avoided.

Summing up the factors which are concerned in the development of desirable habits in children, we find that the following are the most important:

The example of fine, wholesome individuals who are themselves getting normal satisfactions out of life.

The stimulation of interest on the part of the child.

Cooperating with the child in overcoming difficulties and creating correct habits.

Frequent expressions of approval, considering not only progress or product but also effort and attitude.

DEVELOPING CHARACTER

The development of physical habits, such as feeding, sleeping, elimination—and as he grows older, putting away blocks and hanging up his clothing—is comparatively easy if the adults concerned are willing to give attention to the principles of habit formation. At the



They must learn to accept rejection from an organized group with good grace.

same time the child is developing character traits. It is self-evident that we want him to acquire certain traits which will make him successful and happy in living. He will need to be self-controlled, independent, obedient, considerate, affectionate, and honest.

Obedience. This is the recognition of social laws, which include rules and policies of the household and the laws which regulate society. True obedience comes as a result of the right relationship and a thorough understanding between parents and children. Here again, example, repetition, interest, and cooperation are valuable, but essentially the acquiring of these traits comes from happy experiencing. And this depends upon the attitudes and understandings of the whole family group. Have they reached some agreement on the kind of obedience which is desirable? They need to be sure in their own minds when prompt obedience is necessary. Adults sometimes feel that it is a reflection on

themselves if children do not obey them instantly without question. They are more concerned with their own pride and their standing as disciplinarians in their own minds than with the ultimate effect of this treatment on the child. The only reason for exacting obedience from children is for their own welfare—physical, intellectual, and emotional—and for their own social adjustment. At times obedience is a matter of a child's health or safety, and at times he shows lack of consideration for others. At these times one is justified in insisting upon immediate obedience.

The two-to-three-year-old cannot always be expected to obey instantly. Sometimes he does not understand what is expected of him. Or sometimes he is busy with something in his play which he can scarcely bear to leave unfinished. Respect his play, especially his constructive play, and give him a few minutes of warning if you must interrupt. It is difficult for him to learn obedience if adults are inconsistent, insisting upon a given line of action today and forgetting about it tomorrow. It is unfair to expect obedience if they ask the impossible, such as, "Will you sit down and keep still," for it is not normal for healthy children to "sit down and keep still."

In training children to be obedient, require obedience in as few lines as possible. Make these fundamental from the standpoint of character building. Before giving a command, gain the child's attention and ask him to do only those things which you are willing to see through to the finish. Express all commands in terms which are within the child's comprehension. Do not give too many commands at once. Be consistent. Insist tomorrow on whatever you have insisted today. Avoid



"Shall I put in one more carrot?" Nancy Jane is allowed to help her mother cook occasionally. Now the vegetables taste much better.

threats or bribes. Speak quietly and courteously. If a child refuses to comply with a request, repeat the request and explain your reason. If he still refuses, repeat the request and give him the choice of doing it himself or of being helped by you.

Self-reliance. If a child is to become self-determining or independent in judgment, he must be given frequent opportunities to make choices for himself. There are many occasions when this can be done if the adult who is

guiding him *is willing to take the trouble*. He can decide what toy he will buy with his allowance money, how much of it he will save, which of his new storybooks he will take to school, what children are to be invited to his party, what games will be played, and what kind of ice cream will be served.

Consideration of others. If a child receives consideration from others and sees that the members of the family are considerate of one another, he will learn consideration in the easiest way possible. To children the things which they do and think are very important. We can show consideration for them by not interrupting them when they wish to tell us something—that is, by showing them this common courtesy which we hope they in turn will show others.

Self-control. The child learns self-control through practicing it. A very young baby will smile in order to get attention rather than cry lustily for it, if he is not given attention when he cries for it. His powers of self-control are markedly influenced by the atmosphere of the home, whether it is serene and quiet or disturbed and noisy. As he grows older anything that strengthens his self-confidence helps him to develop self-control. His self-confidence is largely dependent on the assurance that his parents love him "no matter what." He needs to make decisions for himself and to take the responsibility for these decisions. According to his age and ability, he should be allowed to take part in family discussions of common problems and should be given definite responsibilities in the home.

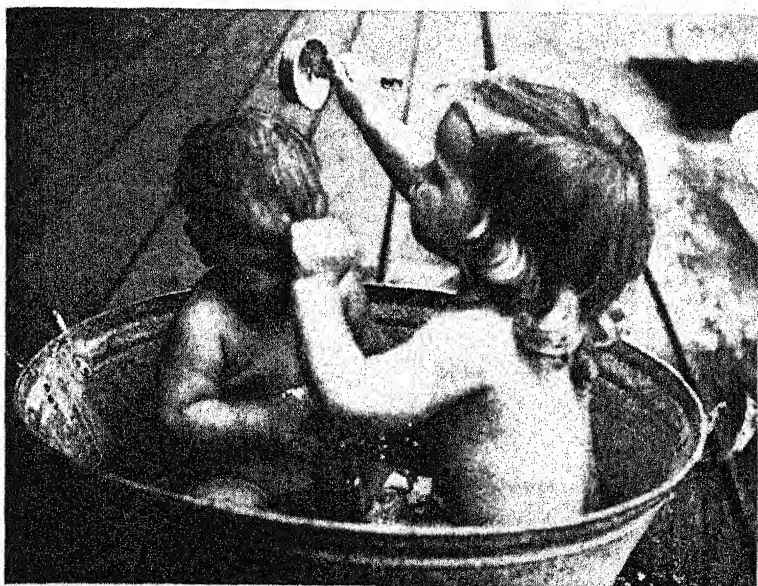
Honesty and sincerity. These qualities involve a respect for the rights of others, a respect for truth and the higher things of life. True honesty is a habit of thought and does not require a decision every time a situation arises as to whether to be honest or not. Like consideration and tolerance of others, honesty cannot be instilled by commands and precepts. It must be lived. Therefore it is highly important that those who guide children should thoroughly understand what they have a right to expect from the child in the way of honesty. Is it to be lip service or a sense of justice and fair dealing? If the atmosphere of the home is sincere and the child is accustomed to hearing the truth, he will be more likely to build for himself standards of honesty and fairmindedness.

Blame and punishment. Although care should be used in administering blame and punishment, they must also be used when necessary, if the child is to be able to assume responsibility later in life. He must learn to

take responsibility for the consequences of his own acts. However, if blamed too often he accepts failure and it becomes a part of his way of life. He then becomes retiring and self-effacing. He should never be accused of a misdeed without an effort to discover his motive, nor should he be punished impulsively. To be effective, the punishment should be administered as soon as possible and never in anger. A child's memory is short, and a promise of punishment when father comes home or when mother gets time will defeat its own purpose, as the child may have forgotten all about the reason for being punished by that time. Some parents continually threaten a child without taking action. This is a bad practice. If it is done repeatedly, the child will doubt the intention of the adult and finally cease to respect or obey him.

The punishment should not only be administered promptly, but should be of such a nature that the child can see the connection between the misdeed and the punishment. For example, the child should not be put to bed supperless for picking his mother's prize flowers. This situation calls for teaching rather than punishment. Invite him to help pick the flowers, teach him which ones to pick and how to do it. Continue to interest him in caring for the flowers by teaching him how to water and how to weed them.

Punishment may be avoided by not expecting too much of him. On the other hand, put your standards of behavior high enough to provide for progressive development of his native capacities. Think of success in a broader sense than material advantage. Recognize progress in attitude and effort, and in improvement of disposition.



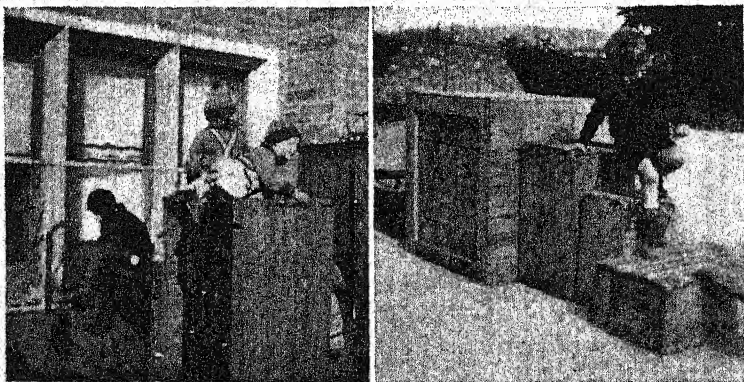
"This is the way we wash our hair." And little brother gets a sketchy shampoo in the process. (Courtesy School of Home Economics, Oregon State Agricultural College, Corvallis, Oregon.)

THE SOCIALLY ACCEPTABLE SIX-YEAR-OLD

With the right example set in the home, and through patient guidance and understanding, a child by the age of six years should have formed certain habits of control and suitable responses to given situations.

We shall want this little brother or sister to start the day in a pleasant mood, to come promptly to meals, and to respond in a pleasant manner when asked to do things. He will have learned to thank people for kindnesses, to wait his turn pleasantly, not to interrupt older persons, and not to push in a crowd. This child will not tease other children to annoy them; he will help others when they need help and will be considerate in his demands on others.

There are still other desirable habits which this six-year-old should have acquired. He must respect the rights of others and show generosity by not choosing the most desirable things for himself. He will feel some



Left, these packing boxes make a good engine and freight car. The crew climbs aboard a freight load of blocks. Right, packing boxes from grandfather's store offer fine mountain climbing for two-and-a-half-year-old Paul. (Courtesy Temple University Nursery School, Philadelphia.)

responsibility for the home tasks and assume his share cheerfully. All of these habits will be on the developmental level of the six-year-old, not on an adolescent level, or an adult level.

Thus is developed gradually the well-adjusted individual, who possesses self-confidence without overaggressiveness; independence with open-mindedness; a cooperative spirit in both work and play; standards by which to work and act; an absence of fear when meeting new situations; and a realization that difficulties are *learning* situations, and must be made such if the individual is to possess a well-rounded personality.

CLASS ACTIVITIES AND HOME PROJECTS

1. List your good social habits and those which you consider bad.
2. Make an effort to eliminate a bad habit by first determining the cause and then deciding upon a procedure.
3. Observe children at play and note under what circumstances they are obedient.
4. Observe children at play and note desirable attitudes shown toward (a) the individual child, (b) the group as a whole.

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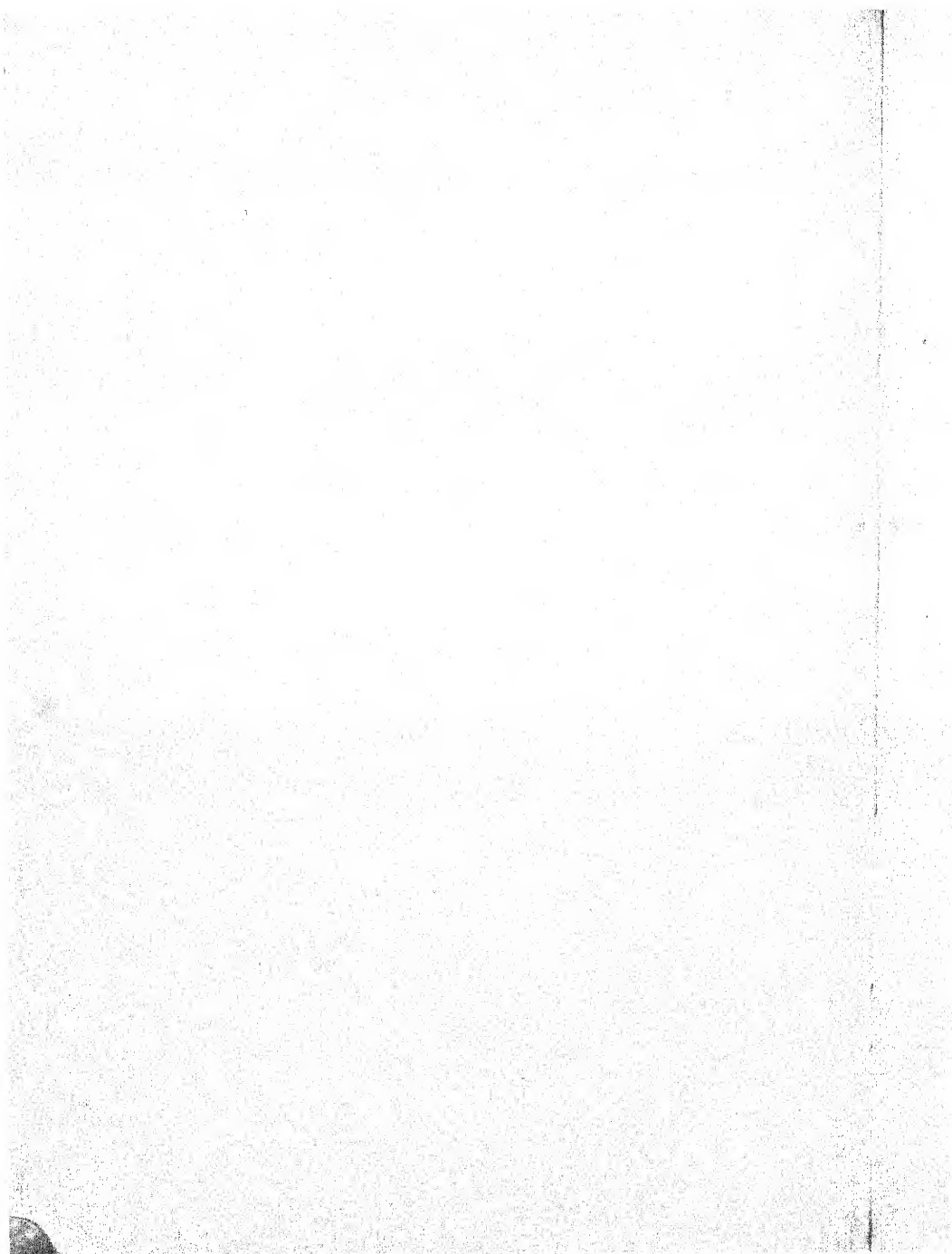
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PART THREE



CHAPTER 17

THE CHILD AND HIS FAMILY

PROBLEMS

What conditions in family life are favorable to the development of a wholesome personality?

A textbook definition for personality is "the sum and substance of the traits and reactions of the individual." What does this mean?

SUGGESTED ASSIGNMENTS

1. What is meant by a sense of security?
2. What experiences were provided in the McCarl family life which helped to give each member a feeling of "belonging"?
3. Some adults are more successful with children than others. Why?
4. In many homes grandparents are a part of the family. What can the family do to make them feel welcome? What can the grandparents do to make the situation happy for all concerned?
5. There are numerous ways in which a runabout child may learn to take responsibility in the home. List some of them.
6. Some children are naturally retiring and some are "outgoing" in nature. Give examples of behavior showing these traits.
7. Does wise guidance call for the same treatment of these two different types of children? Explain.



Personality is developed through wholesome family relationships. *Top*, watching father carve the meat: *Bottom*, listening to the adventures of "Mickey Mouse." (Courtesy School of Home Economics, Oregon State Agricultural College, Corvallis, Oregon.)

8. In what respects is the family council plan an educational factor in the lives of the children? In the lives of the parents?

STUDENT REPORT

Discuss the value of the family council, as to education and emotional balance. List problems characteristic of any family which might well be discussed in family council.

The community in which the child lives, his home and his playmates, his school and his Sunday school, and all other factors which are part of community life make up his environment. Of all these factors, the home is the most important in personality development. From early infancy the child is developing through intimate association with the members of the family a personality all his own: good traits, bad traits, according to the circumstances and conditions to which he reacts from day to day.

THE HOME, THE NURSERY OF PERSONALITY

Atmosphere in home. Some children wake up in the morning to a very disordered atmosphere in which breakfast is hurriedly prepared and more hurriedly eaten. There is no orderly routine which allows for time to get ready for school properly, time to help a little in the morning tasks, time to exchange a word or two with mother in regard to plans for the day. And some children wake up to continuous disharmony, quarreling, bickering, and fault-finding on the part of adults, or on the part of the older children in the family. Then follows a hasty scramble by all of them to get away, to be free from it. On the other hand, some homes provide

conditions which give the child a good start in the morning, an atmosphere free from worry and anxiety. This gives him a feeling of "all's well with the world"—at least his little part of it.

Security in the home. The need of the child to feel secure in his home—that is, safe—is basic to wholesome emotional development. He must also feel *wanted* or *needed* and sure of those things which we consider the necessities of life. A sense of security in living is essential to adults, as well as to children. Such conditions as loss of position, part-time work, and uncertainty in regard to one's livelihood after the earning period is over are very real causes of a feeling of insecurity and often inferiority in adults. Any anxiety of this sort on the part of the older members of the family is likely to be sensed by the children and they in turn feel less sure, less safe—insecure.

"Belonging" in the home. Both children and adults need to feel an abiding sense of "belonging." A grandparent who comes to live in the home may never be made to feel one with the family group, a part of the family life. If this new member of the family is to feel secure and therefore happy, it is essential for him to make some contribution, no matter how small, to the welfare of the group. Thus he comes to feel that he is needed.

Children must also feel that they belong, that they are needed. To acquire this feeling they must have an active part in the life of the family. A sense of belonging has its roots in affection—affection and harmony between the parents. This relationship between the parents is the foundation upon which successful family life is built. Add to this, love and understanding of

each child as an individual. From birth the infant should be considered as a member of the family group. He should not be made the center of attention but should be respected as an individual.

Preserving individuality in the home. Adults should form the habit of not talking about the child in his hearing, as they often do, trusting that he does not understand. Exclamations such as "Isn't he cute?" should be avoided. In fact, anything that makes him self-conscious, such as laughing at him or poking at him with a finger, should not be allowed. Be careful, as he grows older, to be fair and honest with him, because if his faith in his parents is shaken, his sense of security may be weakened. As a member of the family the young child has certain rights but also certain responsibilities. He can be guided to form the habit of picking up and putting away his clothing, watering a plant, feeding a pet, and doing many other small but useful things.

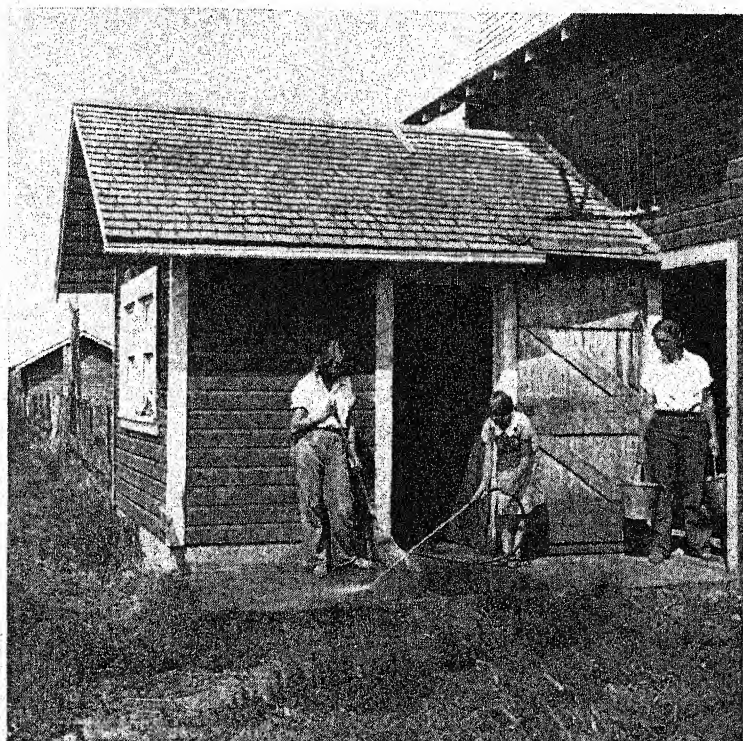
Showing partiality in the home. It is very harmful to the child's progress in personality development to be subjected to evidences of partiality in the parents' treatment of other children in the family or to have to endure constant comparison with a brother or sister. It is irritating and discouraging for a child who brings home a report card with low marks to have his mother say, "Johnnie always gets high marks in school. Why don't you?" Or a socially timid child may suffer agonies of humiliation to be told in the presence of guests, "Your brother always shakes hands with mother's guests. Why can't you?" He should in every way possible be allowed to be himself, but of course be guided understandingly to be his best self.

THE McCARL FAMILY

A cooperative family. In addition to this background of love and understanding there are certain factors having to do with wise management of the home which are very valuable in personality development. Some of these factors are: a regular time schedule for meals and for going to bed and getting up in the morning; a fair division of the housework, so that no one becomes impatient and fretful because of too many responsibilities; an intelligent understanding of the family finances on the part of each member of the family—that is, a necessary knowledge of what are expenditures and what are ways and means of saving; the ability to provide the family with the right kind of food; and the ability to plan for each one some leisure time with good ways to use it.

The McCarl family is one in which definite consideration is given to many of these things. The keynote of their family life is real comradeship between Dr. and Mrs. McCarl and between parents and children. They live in a college town and Dr. McCarl is a member of the college faculty. Hamilton, the eldest son, is 17; Matilda is 15; Horace, 12; Patricia, 6; and Phoebe-Jean, 3.

The family council. All matters of importance in the running of the home are discussed in family council. Sitting around the table after the evening meal, they have formed the habit of talking things over with each other: all sorts of daily happenings, things that have troubled them and things that have interested them. This family holds a conference when the routine of the family is about to undergo a change, at the close of school in June, or at the beginning of school in September. At these times all details of living which are



"Carrying on the business of life is easier when cooperation has been learned at an early age." (Courtesy Agricultural Experiment Station, Rutgers University.)

concerned with the day-to-day happiness of the family are discussed. For example, in family council they determine the rising hour which is best for the entire group, considering the time Dr. McCarl has to be at his office, the opening hour of school for the children, and the housework which must be done before school. Everyone is given an opportunity to make suggestions, file objections, and finally take part in the decision.

Matters which are likely to cause minor disagreement are considered. There is the question of hours for practice on the piano. They may start out by all wanting the most desirable hour each day. But it is plainly seen that some adjustment has to be made. They finally agree that each shall have his turn at the coveted hour.

Sharing household responsibilities. The McCarls have enough money to live comfortably and save something for the future and for college education. But there is no money for regular service. The work of the household—preparing meals, cleaning, laundry work, making beds, and so forth—must be divided among the members of the family. In the family council the work is assumed according to the age and ability of the various members. No attempt is made to label some jobs “men’s work” and other jobs “women’s work.” They have accepted the idea that there is no such thing as “men’s work” and “women’s work”; there is just “work.” In this family the boys and girls alike are responsible for the



Danny helps to care for the flowers. This gives him the feeling of sharing and belonging in the activities of his home.

daily care of their bedrooms. The three older children take their turns helping to get breakfast and the evening meal, washing dishes, helping with the weekly washing and ironing and with any other jobs that need to be done. Mother prepares lunch and father takes his turn with the evening dishes. Even three-year-old Phoebe-Jean has a

regular job which she guards from any interference. Her job is to carry the empty milk bottles from the kitchen sink to the back doorstep.

Labor-saving devices. Labor-saving devices are very important in planning and executing housework. With an electric washer and an electric iron, the McCarl family are able to take care of the weekly laundry and to get pleasure out of doing it. Time and energy are saved for leisure-time activities because the family possesses a vacuum cleaner. The tensions of the McCarl family are lessened by good management and efficient methods of work.

Budgeting the income—making choices. Keeping within the family budget demands wise expenditure of money and is one of the important topics discussed in the McCarl family council. It is largely a matter of making choices. If we do this, we can't do that. If we buy the toy for Patricia that takes her fancy, we will have to wait longer for her bicycle for which we are saving. All sorts of things are brought before the family group: Can Horace go to camp? Can Matilda have a new tennis racket? Can Mother have a new dress for a club affair, and Father a new spring overcoat?

Some time alone each day. Some families include grandparents, or other adult relations, in addition to the immediate family. This may complicate the family routine and calls for a careful consideration of individual rights, desires, and tastes. There must be some give-and-take in the selection of radio programs and in the use of the family car.

Although the McCarl family know how to have fun together in their leisure time and do have fun together, they have learned that it is also necessary to have some

time with oneself each day. This they plan for in the family council. All agree that this *free time* is not to be interrupted by anyone, except in an emergency, and if one expects his own leisure to be respected, he must be considerate of the time of others. Mr. and Mrs. McCarl choose to have time together after 8:30 P.M., and no requests for help with lessons are in line after that time. Although there are no hard and fast rules which can never be broken, the plan is of great value in the development of consideration for others.

Overnight guests. In the McCarl family the boys and girls are permitted to have overnight or week-end guests on one condition: The member who invites the guest must be responsible for his comfort. Sometimes an army cot has to be set up in the sleeping porch. If Hamilton or Matilda invites a friend to spend the night, he or she sets up the cot, makes it up with fresh linen, and provides fresh towels for the guest. If one of them has a guest for dinner and wishes to have a special dessert, this is acceptable if he or she assists in the preparation. As a result, both the boys and girls in this



Nancy Jane (*left*) does not make the bed alone, but she likes to help adjust the covers. She is developing standards of tidiness. Her brothers (*right*) are responsible for the daily care of their room. They have to plan and organize to get it done in time for school.

family have learned at one time or another to cook and take pride in the accomplishment. Hamilton makes delicious apple pies.

A code of behavior. The family council serves another very important purpose. It helps the members of the family to keep in mind the kind of people they want to be. Boys and girls often have an idea of what they *want to do* when they grow up, but it is not so common for them to spend much time thinking about what they *want to be*. And what they want to *be* is of far more importance than what they aim to *do*.

Gradually through the years, talking things out together, a family builds up a code of behavior. One tells the truth, shoulders his own blame, cooperates, and does his part in both the big things and the little things that come his way. One day Horace McCarl came home from school with a grievance against his teacher. Evidently there had been a heated argument, in the course of which Horace had lost his temper. At the close of the evening meal as the family talked over the events of the day, Horace repeated the incident. When he had finished, Hamilton, his older brother whom he greatly admired, helped him to think straight on the matter by saying thoughtfully, "I am surprised that you would talk like that to anyone." So members of a family can help one another to build a standard of desirable behavior, to face the truth about themselves, and to meet adverse criticism squarely.

No special code of behavior should be developed for use when visiting or for the outsider, as in the case of one who answers the telephone in courteous tones, then turns and rudely hushes up a member of the family. In the home and out of the home one learns to be his best



Doing things together builds up a healthy relationship between parents and children. (Courtesy School of Home Economics, Oregon State Agricultural College.)

self. Thus a family can succeed in building a successful home atmosphere, in which each member has an opportunity to gain firsthand experiences in the problems of homemaking and in the fine art of living, working, and thinking together.

POINTS TO REMEMBER IN COOPERATIVE FAMILY LIFE

- (1) Both parents and each member of the family must be interested in the general plan of cooperation.
- (2) The family council or regular family planning is the best way to initiate a spirit of cooperation and to develop it through the years.



For play indoors one uses smaller blocks. "See my train and station!" Johnnie (left) proudly challenges. Danny (right) telephones from the "air-plane house" which he has built.

- (3) Each member of the family should have some time each day which he can call his own.
- (4) Labor-saving devices of all kinds are energy saving and nerve saving.
- (5) When working or playing together, each member of the family gives his best self.

CLASS ACTIVITIES AND HOME PROJECTS

1. Study the daily routine of the members of your family with the idea of finding some free time each day for each member.
2. Keep an account of your expenditures for a week and show to what extent you practiced making choices.
3. Help a younger member of your family to develop the habit of doing his share in the work of the household.

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CHAPTER 18

FUN IN THE FAMILY

PROBLEM

The capacity for fun-making is a habit of mind and a way of thinking. How can it be developed?

SUGGESTED ASSIGNMENTS

1. Are large families or small families more conducive to the all-round social development of the child? Explain.
2. Explain how the puppet show in the story about Margaret helped in her social development.
3. What is meant by a planned use of the radio? Using a specific case, tell how you think it could be done.
4. What is meant by the habit of enjoyment?
5. What is one of the most important things to consider in the choice of a vocation?

STUDENT REPORTS

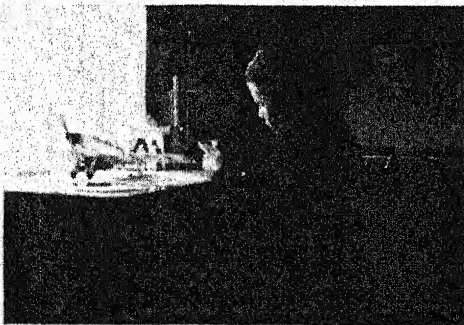
Tell about someone you know or have read about whose hobby became his life work. Consult your science or English teacher.

List the free institutions and any other places of interest in your community, such as museums, zoo and library, and describe one thing of note which each offers to this class.

Social development in large and in small family. The child's greatest social need is for brothers and sisters.

Someone interested in family life has said that there would be fewer family problems if there were *more family*. In the days when families of five, seven, and nine children were common, the beginnings of social development were then taken care of within the home with little or no planning. By *social development* is meant that aspect of personality which has to do with relations with others. The child who will most readily attain a social attitude likes people, gets along with most people without friction, prefers to be with people rather than to spend much time by himself, and has a "live and let live" attitude; or, in other words, he is a person of tolerance and understanding. Large families have always tended to develop this trait of social-mindedness, because of the necessity of rubbing against other personalities under the varied and intimate situations present in home life.

Many of the things which some children are learning in the nursery school the children of large families learn naturally through home experience. In one family of seven children they have learned to get up without



Hobbies help point the way to happy careers. A boy should have a table which will not be disturbed.

being called, to wait their turn in the morning for the bathroom without irritation, and to turn their hands to any kind of housework — usually working in groups. They have taught each other to swim and to dive and to

row a boat. They have always worked together in entertaining and in planning good times. All this helps enormously in furthering social development.

We need the play habit: to be able to give ourselves up to sheer fun. And this is indeed a habit. Some people grow old without ever acquiring this habit. Certainly the atmosphere of the large family is ordinarily more conducive to the stimulation of fun-making; and therefore today, when the average size of the family borders on three, it is necessary to provide playmates for children by organizing neighborhood playgroups or by using the nursery school, if that is possible. Fun is essential to the well-rounded personality. It has power to recreate physically, intellectually, and emotionally. Therefore, if the playtime is to be profitable, it should consist of well-rounded activities which utilize the muscles, the mind, and the personality. To accomplish this the play equipment should be of the type which is calculated to develop the child's own resources: tools, clay, paint, musical instruments, and the like.

HOBBIES

Children vary greatly in the kinds of things they like to do. We may never know just what a child will enjoy doing most unless we give him play some oversight. Some have a natural bent for making things; some are interested in watching plants grow; and others, in mixing colors and painting pictures. One lad of nine years became interested in birds. His father decided to encourage him by learning something of birdlore himself. He procured books from the library and took the boy on bird trips. One day the boy asked, "Aren't there any



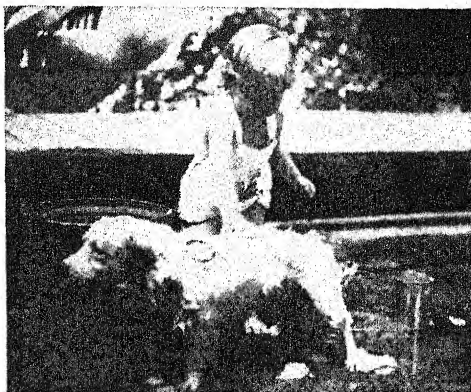
Children love to watch things grow.
(Courtesy Dept. of Home Economics,
State Normal School, Farmington,
Maine.)

books on bees?" His father said, "Yes, of course." Later, when a senior at Yale, the young chap wrote his master's thesis on the life and habits of bees. Today he is a successful chemical engineer but his interest in birds and insect life has been a never ending source of pleasure to his children.

Hobbies like this are fun plus! They are fun to do and at the same time satisfy a very natural desire to make or create something. This satisfac-

tion is a dynamic force in personality development because it increases self-confidence and thereby makes it easier to attack other problems. Many valuable hobbies have had their beginnings in the family backyard or the family living-room. The care of pets develops a protective interest in animal life and deepens the quality of consideration for others. A small garden plot all his own interests the three-to-four-year-old and gives him his first notion of where some of his food and flowers come from, and no small amount of satisfaction when he sees the results of his efforts. Stamp collections are interesting to both boys and girls and can be participated in by other members of the family. From stamps much can be learned about men, events, and countries.

One lad of fifteen has been performing tricks of magic ever since he was seven years old. He reads books on magic and from time to time adds new numbers to his repertoire. When he gives a little performance for friends or family, some member of the family, usually his brother, assists him.



The care of pets develops a protective instinct. Here Barbara steps in on Daddy's job.

Fun was enjoyed in one family as a solution to a problem in character development. Margaret was a sensitive shy girl of fourteen who did not make friends easily. She liked, above all else, to read. Her mother decided that she needed other interests and suggested that they attempt the making of some puppets. They brought books from the library and made a clown, a little negro lad, and an old black mammy. Margaret's father was enlisted in the making of the sticks necessary to make the puppets work and her mother and father together adjusted the threads from sticks to dolls. As soon as they were finished, her father worked the clown puppet in a jolly dance, sending Margaret and her younger sister, Patricia, into gales of laughter and making them both eager to manage the puppets themselves.

Here Margaret's mother suggested that they ask her friend Mary to manipulate one of the puppets. Margaret and her mother managed the other two, since Patricia

was only seven. When Mary left, Patricia volunteered to manage Mary's puppet and tried it successfully. So her mother suggested that next time Mary should take hers, and Patricia should operate Mary's so that the little puppet show could be given by the three girls. Margaret and Mary were girl scouts, and their leader heard about the puppets. She asked the girls if they would let her see the puppet show. After the leader had seen the show she was so delighted with the girls' skill in manipulating the figures that she asked them to put on the little show for the girl scouts at their next meeting. Then Margaret was brought to the attention of the girls in her neighborhood as never before. Her success was perhaps assured largely because puppets are worked from behind a screen so Margaret's self-consciousness was not called forth. After the play she was heralded as an appreciated chum by the members of her group.

DOING THINGS TOGETHER

Families are always having good times going places together and doing things together. It may be a trip to the countryside on a Saturday or Sunday afternoon or, for the city dwellers, a trip to a museum, a zoo, or a



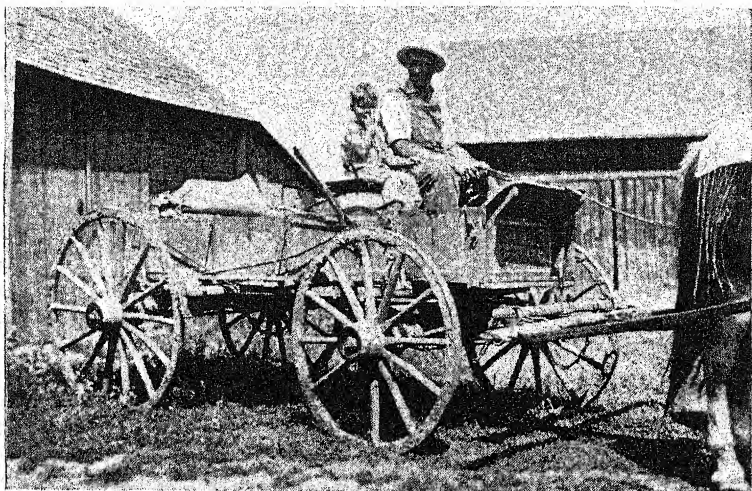
Playing games develops concentration and good sportsmanship.

park where there are interesting things to see. An old jeweler in a shop under the noisy elevated in New York City told with delight of repeated trips years ago with his

young son to the Botanical Garden that resulted in their identifying scores of different trees.

Everyone responds pleasurably to his own name and is particularly pleased when a mere acquaintance remembers it. For the same reason he experiences an inner glow of satisfaction when his own interests and experiences come up for attention as, for example, when his birthday is remembered. By remembering and celebrating the birthdays of each member, the family does a perfectly natural and friendly thing that at the same time meets this *need* for being remembered, and furnishes gay and festive occasions for the entire family. It is great fun to make and to decorate the birthday cake and a special privilege to be allowed to carry it in to the table and place it before the honored member. Jolly little poems written by the other members, add a hilarious note to the party. Other holiday celebrations bring the family together in happy celebration. The individual family traditions built up around Thanksgiving and Christmas are priceless memories and should most assuredly be preserved.

The radio and the automobile, which furnish so much legitimate pleasure for the family, may also be the cause of much irritation. No entire family group is going to be interested in listening to the same radio programs day in and day out. Nor should they be. This is something that the family needs to discuss *as a group*, and just as other plans are made to take care of common interests, so a plan needs to be made for enjoyment of the radio. This will call for an examination of the week's radio program in advance and a free expression by each member of which programs are desired, and finally a "giving" and "taking" until everyone is given



Fun on the farm: Riding in the wagon, going barefooted, and tending a garden.

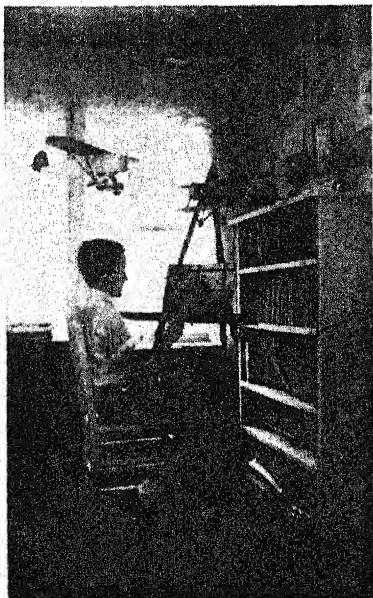
an opportunity to listen at sometime during the week to his favorite program.

Children do not as a rule enjoy long automobile rides. If there is to be a picnic they thoroughly enjoy it and the activity it permits. Their enjoyment can be considerably increased by allowing them to sit in and to partake of the family planning for the picnic, and by including in the plans building a fire and cooking over the coals whenever possible. On long trips, guessing and counting games may be played—such as the one in which values are given to certain objects passed. For example, cows can be 15; a load of hay, 10; a horse, 5; an all-white horse, 50; a team of horses, 10; a sheep, 5; a goat, 20; a red-haired girl or boy, 30. The contestants count only the objects on their own side of the car, thus dividing the players into two opposing teams. The side with the highest score when the game is over wins.

The game of alphabet appeals to all ages, even the younger ones. The aim is to find the letters of the alphabet in the correct order in the signs passed. The one who completes the alphabet first wins.

EXTENDING OUR FUN INTO OUR WORK

If a child's fun experience is broad enough and sufficiently stimulating we may see a hobby turning into a life work. Some people draw a sharp line between their work on the one hand and their pleasure on the other. This way of thinking results from having the wrong conception of the purpose of life. It is a mistake to separate one's life into things to do or work, and things to enjoy. The secret of living *fully* calls for the power to enjoy all of living: our work, our responsibilities, the people we work with, as well as the fun we



A room of his own, where a boy may build airplanes and air castles.

have. To live any other way—always hurrying to get through the working portion of the day in order to enjoy a few hours at the end of it—is to be but half alive.

In order to enjoy *all* of living, it is necessary to get some pleasure out of work. Without work, as in the case of the boy or girl who is out of school for a year because of illness, or an adult who has lost his job, the individual may lose that sense of belonging which is so essential to mental health. To get joy out of work, first

respect it no matter how humdrum the task may be, and second learn to do it well. We always enjoy doing those things which we do well. It is this element of real enjoyment which should be the deciding factor in the choice of a life work or vocation.

In order to enjoy life either at home or out of the home one needs to have the habit of enjoyment, that is, the capacity to respond pleasurably to all of life—the striving, the accomplishing of petty tasks, and the fun-making.

Companionship is an important part of enjoyment. If you can get fun out of doing the simple daily tasks



A gay birthday party.

with your brother or sister, you are developing a capacity for fun which will serve you well in making a place for yourself with the boys and girls at school. The Mason family sing and talk as they work together, and there is something in such experiencing that has made them



Helping Dad is the most fun of all.



A tree her own size for her to examine and explore.

very charming socially—both in their home and outside. They have built a fireplace in their backyard and a stone fence on the boundary line, and friends of older and of younger members of the family are often invited to share in the family life. Work is involved in making their home and entertaining—yes, but pleasant work when they do it together.

CLASS ACTIVITIES AND HOME PROJECTS

1. Observe some families of your acquaintance and make a note of the things they do together including both work and play activities.
2. Observe children at play and note the things they do which you consider profitable play.
3. Direct the play activities of a child or a group of children and make a report of progress.
4. Note the hobbies of the boys and girls in your circle of friends. Observe to what extent these hobbies have contributed to personality development.

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CHAPTER 19

WHAT KIND OF A PERSON DO YOU WANT HIM TO BE?

PROBLEMS

Why do we need a personality goal?

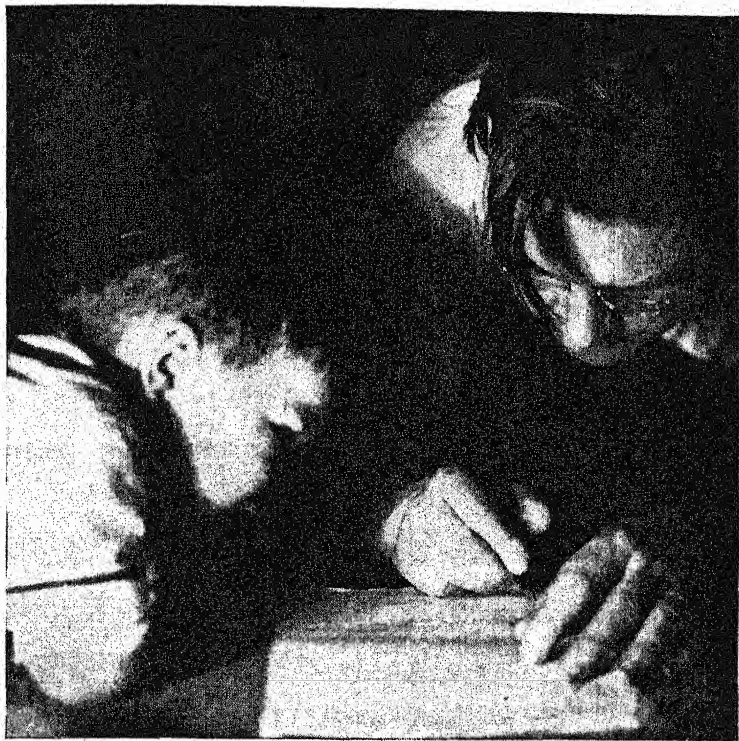
What traits are characteristic of the normal personality?

SUGGESTED ASSIGNMENTS

1. What does Dr. Adler mean by the statement that every individual wishes to "be more"?
2. Explain why two members of the same family living under the same roof may have widely differing personalities.
3. Describe incidents that illustrate exhibitions of righteous wrath.
4. Recall each step in the routine of a typical day in your life. Make a check mark after each step which calls for any degree of cooperation. After each step to which you lent your whole-hearted cooperation, place a plus sign; after the others, place a minus sign.
5. Give brief incidents from your own experience which illustrate the various traits discussed in this chapter.
6. What is the significance of the following quotation: "The soul that knows it (courage) not knows no release from little things."

STUDENT REPORT

Read the poem "Victory" over several times and explain it to the class in your own words.



Helping him to be the kind of person you want him to be. (Courtesy School of Home Economics, Oregon State Agricultural College, Corvallis, Oregon.)

Be yourself—your best self. Dr. Alfred Adler in his teaching on personality development has said again and again that it is a natural human instinct to wish to “be more,” to better yourself. The effort to “be more” along our own lines of interest brings about our individual differences. These differences are responsible for much of the zest and spice of life and for no small amount of the progress that is made in science, in art, and in literature. The world needs different types of persons: the thinker and the doer. One boy thinks out a new



Senior high school boys observe children in a Los Angeles Nursery School and gain some understanding of the factors which are responsible for personality development.

idea in the making of a toy airplane. His brother helps him build it. Both make important contributions to the building of the plane.

In the Barrett family there are two boys: John is 14, and Robert is 12. The younger one is tall, athletic, and interested in active sports. The older one, on the contrary, is short and small-boned. As a child he was not strong and as a result developed a keen interest in reading and in quiet indoor games. His mother is constantly urging him to go out to play football and baseball with his brother. But he is not built for it. It is hard for her to let him be himself!

Heredity and environment. It is our heredity that is partly responsible for our differences. No two people are born with the same combination or characteristics,

except perhaps identical twins. But quite as important as our heredity in determining what kind of people we are going to be is our environment. Environment is made up of the places one lives in, one's home and school and playground, and the people one associates with, particularly in respect to the way they act or behave toward him. Thus two boys in the same family, living under the same roof, going to the same school and the same church, may have different environments; for—as in the case of the Barrett boys—differences in age, in build, and in interests call forth different attitudes and responses on the part of those who associate with them.

PERSONALITY

What is personality? Your personality is what makes you *you*. It is the essential personal qualities that you have and that account for the difference between you and anyone else; it is the composite of the specific traits—physical, mental, and emotional—which you have developed. These traits have developed out of the individual's habits of thinking, feeling, and acting. The home contributes more to the building of these habits than any other factor in the environment. The older Barrett boy is quiet and fond of books, analytical, and good at debating. Occasionally one discerns an elusive sense of humor. The younger one is outgoing, meaning that he reaches out and welcomes social contacts, is fond of outdoor sports, likes to work with his hands, and is good-natured and sunny in disposition. Both are sensitive and both are worth knowing. But they have widely differing personalities.

Why have a personality goal? In other chapters in this book we have considered those important qualities the

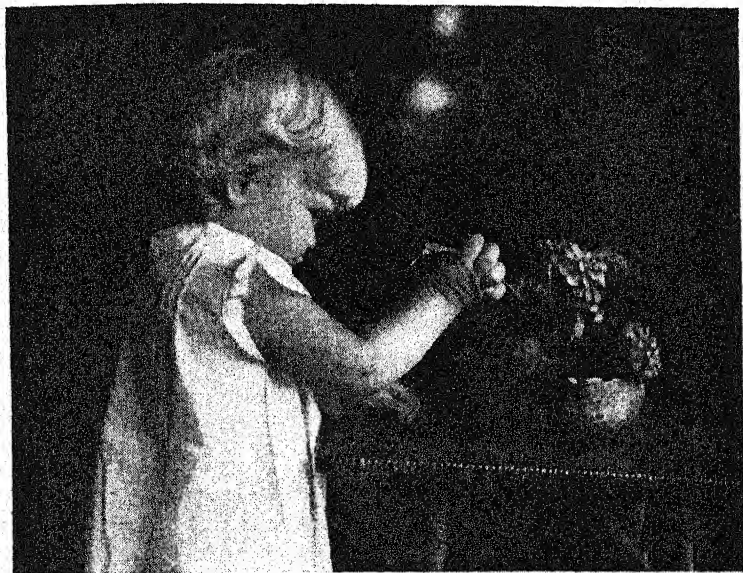
development of which is begun in early childhood, such as honesty, kindness, and consideration of others. These depend to a great extent on early training. This chapter deals with additional traits which possibly one acquires more through one's own efforts.

It has been determined that living and experiencing have so much to do with personality development that one may feel assured that he can modify his personality by striving from day to day to develop certain desirable traits. Without a goal the quality of personality obtained is left largely to chance. Farmers set up a physical standard for fine cattle and pigs, good corn, and other products. They then breed their animals and cross-fertilize their plants to get the results they are seeking. We have gone a long way in our better baby clinics toward producing physical perfection in babies. But for the most part, the improving of personality becomes the individual's own responsibility and he cannot go far without a standard or goal toward which to work.

DESIRABLE PERSONALITY TRAITS

Facing facts. Before much headway can be made in building desirable personality traits, the individual must look at himself fairly and squarely, and be able to size up his own traits, desirable and undesirable. He needs to admit to himself frankly where he stands physically, socially, financially, intellectually, and then act accordingly.

The older Barrett boy could not deal constructively with his life problems until he faced the fact that he was not physically equal to such games as football and baseball. At the same time he is encouraged to recognize the compensating fact that he is an excellent pupil in school,



"May I touch this one?" Three-year-olds are interested in the texture and color of flowers. We should provide opportunities for this experience.

very well read for a boy of his age, and able to hold his own in school debates.

A sense of relative values. On every hand life furnishes opportunity for such weighing of relative values. The individual who has this trait asks himself such questions as these: Shall I spend my money for this or shall I save a little longer and have that? Shall I spend my time in reading every word of this book of reference or shall I select the main points which bear on my problem? Shall I choose to spend all of my out-of-school free time in games and sports or shall I use part of the time for reading or for some hobby? The weighing of these problems leads to the acquiring of a sense of proportion, a balanced outlook.

A sense of humor. Given a sense of proportion, the individual is not constantly upset and irritated by little things. He sees things in their correct proportions or proper relations. He is often able to see the funny side of an awkward situation and by so doing relieves the strain and puts everyone at ease. Properly speaking, a true sense of humor is never used at the expense of anyone else, to embarrass or humiliate, as is the case when one *laughs at* another person. It is rather a constructive force in human relationships and may often be described as *laughing with* the other person.

Facing facts and acting as those facts demand, keeping in mind a proper perspective of those facts, using humor when it is appropriate—all these habits promote in one an emotional balance invaluable in life.

Emotional stability. Many a game has been lost and many a brave adventure ruined because of a lack of emotional stability or emotional control. To have emotional control means that you have a stop-and-go mechanism within yourself to which you respond with a certain degree of readiness. You are able to stop activities according to the demands of your own judgment. Emotional control should be exercised in every situation that calls forth undue emotion: whether it be one of anger, fear, love, hate, greediness, yearning, jealousy, or any other deep feeling that would soon gain too great headway in influencing one's actions into channels harmful or useless for the occasion. This stop-and-go mechanism should be heeded each time such a crisis arises and until one responds to such situations habitually with controlled emotion and action. Then and only then has one acquired that enviable quality, emotional stability, and may be called a well-balanced

person. "If you can dance without a craze for dancing," if you can exhibit righteous wrath without completely losing your temper, and making yourself ridiculous or dangerous, if, in short, you can find the golden mean, you are well on the way to achieving what one writer calls "constructive composure."

Tolerance. Dale Carnegie in his book *How to Win Friends and Influence People* gives six ways of making people like you. The first way mentioned is: "If you want people to like you, become genuinely interested in people."

Tolerance comes from a willingness to understand people—all kinds of people, regardless of race, religion, or political party. A tolerant person puts himself in another's place and sincerely tries to discover why this person thinks and feels and acts as he does. The person with a tolerant attitude appreciates changes—new ways of thinking, new ways of living—and is therefore able to live constructively and to make a contribution to his times.

A cooperative spirit. Our personalities are expressed in our attitudes. And it is our attitudes toward people, toward ideas, and toward situations which determine a successful or unsuccessful approach to life. Since everything we do in life, every experience, involves us to a certain extent with other people, we find that one of the personality traits which we need most is the willingness to cooperate. Cooperation is the ability to work or to play with others with a minimum of friction and a maximum of successful accomplishment. It requires more than willingness; it demands continuous effort. From the time one awakens in the morning until he goes to bed at night there is scarcely a moment when there is no need for cooperation.



These lads learn at an early age the importance of good grooming and how to achieve it. (Courtesy Division of Home Economics, Philadelphia Public Schools.)

An examination of one day in a boy's life reveals a series of situations in which he has an opportunity to respond cooperatively.

- (1) Getting up in the morning.
- (2) Using the bathroom: handling towels, soap, and other toilet articles.
- (3) Caring for his room.
- (4) Arriving at the breakfast table promptly.
- (5) Considering the needs of others at the breakfast table.
- (6) Closing the door quietly as he leaves for school.
- (7) Observing safety rules on the way to school.
- (8) Arriving at school on time.
- (9) Entering school and corridors with courtesy and consideration.
- (10) Greeting schoolmates and teachers pleasantly.
- (11) Giving courteous attention in the classroom.
- (12) Contributing to class discussion.

- (13) Contributing to cleanliness of tables and floor in the lunchroom.
- (14) Practicing a habit of neatness on the school premises.
- (15) Responding to the rules of the game after school.
- (16) Responding to a request from mother to mow the lawn.
- (17) Waiting on table and helping with dishes willingly.
- (18) Manipulating and listening to the radio.
- (19) Preparing his homework.
- (20) Going to bed.

Resourcefulness. In addition to the demands of the daily routine, life is constantly offering a test of our resourcefulness. People who accomplish things always have some measure of this quality, from the great inventor who discovers power in natural resources, to the boy who hangs his airplanes from the ceiling in his room with string and surrounds them with billowy masses of cotton wadding for the cloud effect. The person with resourcefulness may be heard to say, "I'll rig up something that will do." He is not dependent on the way things *are*. Parents, teachers, older sisters and brothers can do much toward bringing out this quality in children by encouraging them to think for themselves, to "rig up" trains made of spools rather than being dependent on the conventional toy trains, and by letting them do things for themselves rather than doing things for them.

Courage and self-reliance. It is important to personality development to have someone believe in you, but not nearly so important as believing in yourself. From our faith in ourselves comes courage, which is the most essential factor in personality development. It takes



"Whoa, horsie!"

A dog of his own will provide the three-year-old loyal companionship and happy memories.

courage to cooperate with others from day to day so that the machinery of life may run smoothly. It takes even more courage to face facts about oneself and, having faced the truth, to go on from there constructively. The more confidence you have in yourself, the more courage you will have.

The supreme test of courage comes in the meeting of new situations, wherein you tackle new problems or come face to face with emergencies. Are you afraid—so afraid that you cannot think clearly or act effectively?

No one is entirely free from fear when meeting crises and no one goes through life without some failures. The all-important thing here is: Have you learned something from your failures? Have you formed the habit of analyzing the failure, discarding and forgetting the disappointment, and holding fast to the thing you have learned from that failure?

Why, after all, are we so interested in developing a desirable personality? Why, save that we may find happiness? And what is happiness—some future state of well-being for which we must wait, such as falling in love and getting married? Happiness does not descend



These boys are learning to be courteous and thoughtful members of home and social groups. (Courtesy Division of Home Economics, Philadelphia Public Schools.)

upon us at any particular period of our lives. It is rather a habit of mind, and the more we practice it from day to day, the more we are able to experience or enjoy it.

One achieves happiness by living fully from day to day. Living fully implies a sense of belonging and making contributions wherever we are. Helen Wills Moody, the famous tennis player, speaks of happiness in an article entitled "I Am Perhaps Certain of Two Things."

When, as a child, I was asked what I would rather have than anything else in the world, I would answer, "a wishing ring" because I knew if I had that, I could then wish for everything else. And now if there were some miraculous power which could give me what I wanted most, I would ask for an understanding mind, for that would be, in truth a wishing ring. It is the secret of youth in old age, and it must surely be the source

of happiness—for where can happiness rise except in the recesses of our own mind?¹

How can we measure success in personality development? How can an individual judge his own progress in emotional growth? The supreme test of successful personal adjustment lies in the degree of *courage* the individual has built up through the years—courage to face the truth, to meet new situations, and to grapple with difficulties. High courage is victory!

Victory

I would live proudly—proudly as a tree
That stands serene and tall upon the sky,
Deep-rooted in the earth, where all things lie
At peace with life or death, made strangely free
To bend unbreaking, bolder than the storm
And stronger than the wind to which it yields,
Sifting the sun like rain upon the fields,
Itself unchanged through every changing form.
I too would lift an undefeated crown
To quiet skies, and where the great clouds rolled
And lashed my head with thunder, I would hold
My stature still unbroken, bending down.
Fear should not mark me for mortality
If I could die as proudly as a tree.²

—GENEVIEVE RUSSELL

CLASS ACTIVITY

Observe several children in your neighborhood, and show how they differ in personality traits.

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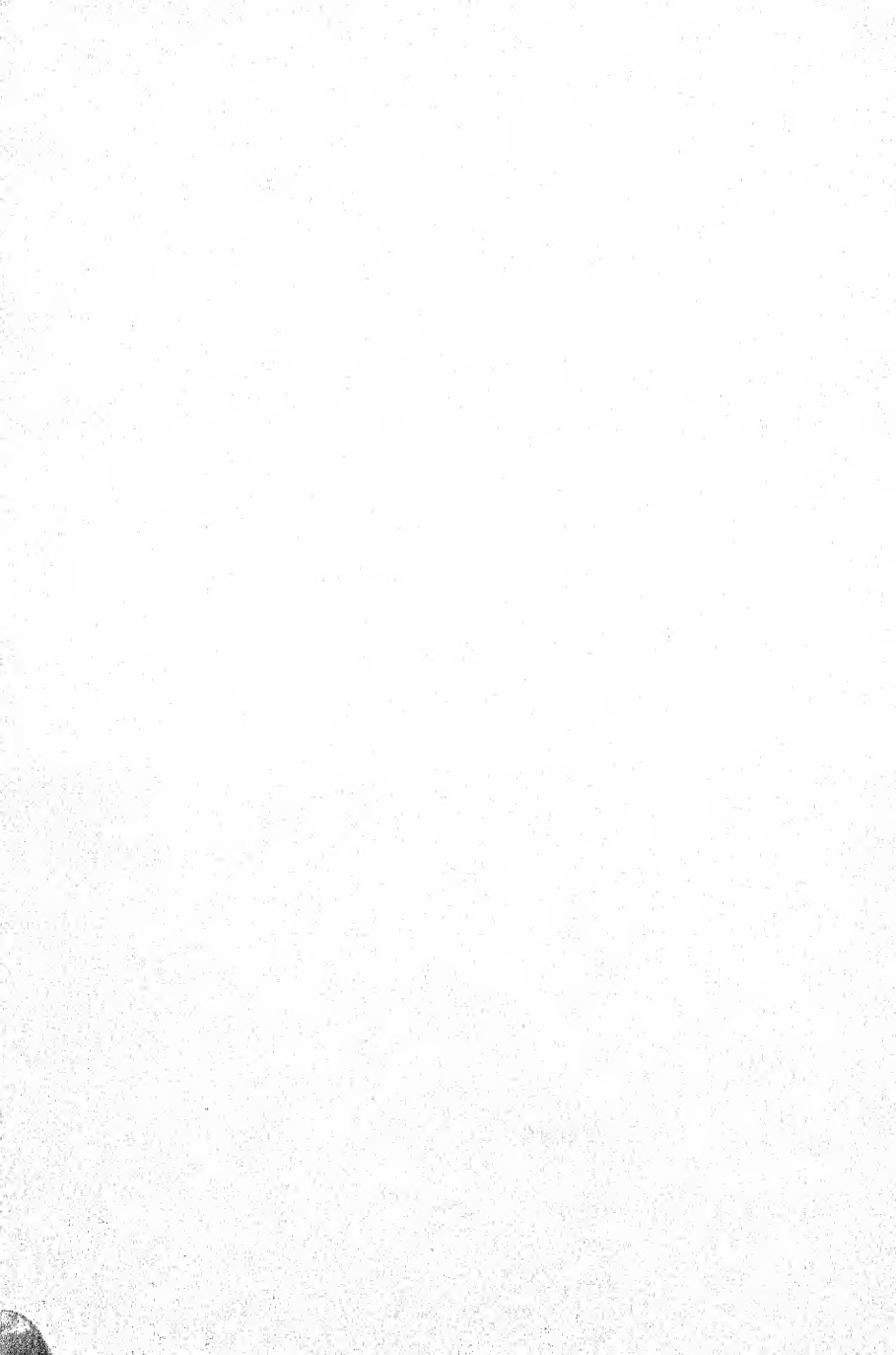
¹ From *Scribner's Magazine*, as reprinted in the *Reader's Digest*, June, 1936.

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